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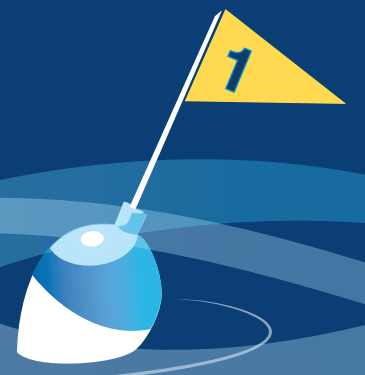
CORE CURRICULUM
FOR THE TRAINING OF
FISHERIES INSPECTORS

1 Inspection at sea

MANUAL FOR THE TRAINER

1

Inspection at sea
MANUAL FOR THE TRAINER



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FOR THE TRAINING OF
FISHERIES INSPECTORS

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Module 1	Perform the initial actions to start an inspection
Section 1.1	Initial actions on boarding

Section 1.1 Initial actions on boarding

Coverage: All EU regions

PART A SECTION FRAMEWORK

1. Scope

This section covers the conduct of an inspection at sea of a fishing vessel operating in EU waters.

2. General learning objectives

The trainee who completes this section will be able to effectively and professionally carry out an inspection at sea from initial preparation to engaging with the master and crew on board the vessel.

The section will guide the trainee to complete points 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 31, 32 and 35 of the minimum information required for the completion of inspection reports ⁽¹⁾.

3. Trainee entry requirements

The trainee should have elementary knowledge of navigation in order to be able to assess the position in latitude and longitude and the use of the global positioning system (GPS).

Trainees should also be familiar with the websites of the EU institutions and the secure websites of the Member State authorities in order to obtain the necessary preliminary information.

4. Trainer requirements

The trainer should preferably have a detailed and up-to-date knowledge of EU fisheries legislation and direct experience of fisheries inspection including boarding and inspecting fishing vessels at sea. The trainer should also preferably have completed a course in training techniques.

5. Course intake

An advisable ratio of trainees to trainer is 12:1 for this section.

6. Course certificate

Intentionally left blank.

7. Teaching facilities

The training should be provided in a classroom equipped with the necessary audiovisual systems. A visit to a fishing vessel in the harbour is recommended.

8. Teaching materials and equipment

Copies of documents and nautical charts. A full list is specified in Part C2 of this manual.

9. Section outline and indicative session times

⁽¹⁾ Article 115 and Module 1 of Annex XXVII to Commission Regulation (EU) No 404/2011.

Table 1

Section outline	Classroom hours	Exercise/evaluation hours
Introduction	15 minutes	None
Session 1: Equipment and data required before boarding	1 hour 30 minutes	1 hour
Session 2: Verify the position of the fishing vessel	1 hour	1 hour
Session 3: Verify the boarding ladder	30 minutes	30 minutes
Session 4: Verify the identity of the vessel	1 hour	45 minutes
Session 5: Verify the identity of the master and owner	1 hour	30 minutes
Session 6: Verify the cooperation of the master	1 hour	45 minutes
Session 7: Verify the fishing activity	1 hour	45 minutes
Subtotal of hours	7 hours 15 minutes	4 hours 45 minutes
Total hours	12 hours	

PART B DETAILED TEACHING SYLLABUS

1. Learning objectives

The learning objective of this section is to ensure that the trainee can carry out the 'Initial actions on boarding'. This section makes up the training module 'Perform the initial actions to start an inspection'. This section consists of seven training sessions with links to the relevant chapters of the trainee's handbook.

- Session 1: Equipment and data required before boarding
- Session 2: Verify the position of the fishing vessel
- Session 3: Verify the boarding ladder
- Session 4: Verify the identity of the vessel
- Session 5: Verify the identity of the master and owner
- Session 6: Verify the cooperation of the master
- Session 7: Verify the fishing activity

2. Specific learning objectives

Table 2

Session 1: Equipment and data required before boarding	Handbook reference	Topic No	Exercises/evaluation
The expected learning outcome is that the trainee can: <ul style="list-style-type: none"> • identify the equipment required for carrying out an inspection at sea and how the equipment may differ according to the vessel to be inspected; • understand what data and documents need to be assembled before carrying out an inspection at sea and how the data may differ according to the vessel to be inspected; • prepare electronic reporting system (ERS) material in advance of the inspection. 	Chapter 1.1.1	1 2 2	MCQ Individual evaluation exercise

Module 1	Perform the initial actions to start an inspection
Section 1.1	Initial actions on boarding

Table 3

Session 2: Verify the position of the fishing vessel	Handbook reference	Topic No	Exercises/ evaluation
The expected learning outcome is that the trainee can: <ul style="list-style-type: none"> • understand the need to verify the position of the fishing vessel; • use a number of techniques to verify the position of the fishing vessel; • understand the limitations of GPS-derived positions. 	Chapter 1.1.2	1, 2 and 3	MCQ Individual evaluation exercise

Table 4

Session 3: Verify the boarding ladder	Handbook reference	Topic No	Exercises/ evaluation
The expected learning outcome is that the trainee can: <ul style="list-style-type: none"> • understand the rules concerning a boarding ladder; • recognise a compliant boarding ladder. 	Chapter 1.1.3	1	MCQ

Table 5

Session 4: Verify the identity of the vessel	Handbook reference	Topic No	Exercises/ evaluation
The expected learning outcome is that the trainee can: <ul style="list-style-type: none"> • understand the need to identify the vessel; • explain the different elements that make up the vessel identity. 	Chapter 1.1.4	1	MCQ Individual evaluation exercise

Table 6

Session 5: Verify the identity of the master and owner	Handbook reference	Topic No	Exercises/ evaluation
The expected learning outcome is that the trainee can: <ul style="list-style-type: none"> • understand the need to identify the master and owner; • identify the master and owner with the use of documents on board the fishing vessel. 	Chapter 1.1.5	1	MCQ Individual evaluation exercise

Table 7

Session 6: Verify the cooperation of the master	Handbook reference	Topic No	Exercises/ evaluation
The expected learning outcome is that the trainee can: <ul style="list-style-type: none"> • understand how an effective inspection requires the cooperation of the master and crew; • understand the legal obligations of the master to cooperate and assist the inspection team; • understand the legal obligations for the conduct of the inspection team. 	Chapter 1.1.6	1 1, 4, 5 and 6 2 and 3	MCQ

Table 8

Session 7: Verify the fishing activity	Handbook reference	Topic No	Exercises/ evaluation
<p>The expected learning outcome is that the trainee can:</p> <ul style="list-style-type: none"> • understand the need to verify fishing activities; • know what to look for to verify fishing activities as legally defined; • know the different fishing activities in the area of operation. 	Chapter 1.1.7	1 2 and 3	MCQ Individual evaluation exercise

PART C TRAINER GUIDE

1. Introduction

This section is totally based in the classroom and is made up of seven sessions with associated evaluation exercises.

2. Teaching materials and equipment

- This section uses the following teaching materials:
 - the regulations, preferably in (a) an electronic format for the trainer to demonstrate and (b) with an individual copy for each trainee;
 - a trainee handbook covering this section;
 - pre-prepared slide presentations and/or flip charts;
 - nautical charts showing prohibited areas;
 - specimen vessel identity documents;
 - specimen master and owner identity documents;
 - photographs of boarding ladders;
 - photographs of different fishing activities by different methods relevant to the area of operation;
 - trainee evaluation multiple-choice questionnaire (MCQ);
 - trainee worksheets for use in individual exercises.
- This section uses the following teaching equipment:
 - PC with audiovisual systems;
 - PC access to VMS and ERS with large screen for demonstration by the trainer;
 - PC workstations with Internet access to the EU fleet register and the secure part of the websites of Member States for licence and fishing authorisation data;
 - flip charts.

3. Training session guidance

Table 9

Session 1: Equipment and data required before boarding	
Trainer guidance	The purpose of this session is to explain the equipment and data required for carrying out an inspection at sea. The trainer should take each element as a separate topic. The topics in this session will differ according to the vessel to be inspected and the trainer should encourage the trainees to make their own suggestions on the equipment and data required in different circumstances.
Additional resources	Electronic access to the Union fleet register and licences and fishing authorisations Electronic access to the ERS RFMO or Member State websites
Session topics	<p>Topic 1: Equipment</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Introduce each element of equipment. • Explain the purpose of each element of equipment. • Explain how the required equipment may vary with the circumstances. Encourage trainees to consider the different equipment they may need in different situations. <p>Topic 2: Data</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Introduce each data element. • Demonstrate how to obtain data from the Union fleet register and the lists of licences and fishing authorisations. • Demonstrate how VMS and ERS material may be prepared in advance of a boarding. • Demonstrate how to obtain data from RFMO and Member State websites.
Evaluation	Multiple choice questionnaire (MCQ) Individual exercises

Table 10

Session 2: Verify the position of the fishing vessel	
Trainer guidance	The purpose of this session is to explain the need to verify the position of a fishing vessel and the techniques that may be used.
Additional resources	Electronic access to VMS and ERS Charts showing prohibited areas
Session topics	<p>Topic 1: Overview Teaching notes</p> <ul style="list-style-type: none"> • Explain the need to verify the position of a fishing vessel, demonstrating restricted access to certain areas and different fishing opportunities and permitted fishing gear and fish sizes in different areas. • Explain the significance of the coordinate datum on the chart when plotting GPS-derived positions. <p>Topic 2: Use of fishing vessel equipment Teaching notes</p> <ul style="list-style-type: none"> • Demonstrate how to observe the position indicated on board the fishing vessel, for example on the GPS and/or radar. <p>Topic 3: Confirmation from FPV Teaching notes</p> <ul style="list-style-type: none"> • Demonstrate how the FPV may confirm the position of the fishing vessel using GPS, AIS and visual fix and radar. <p>Topic 4: Confirmation of position by the master Teaching notes</p> <ul style="list-style-type: none"> • Explain how the confirmation of the position by the master may avoid a later disagreement.
Evaluation	Multiple choice questionnaire (MCQ) Individual exercises

Table 11

Session 3: Verify the boarding ladder	
Trainer guidance	The purpose of this session is to explain the reason and rules concerning a boarding ladder.
Additional resources	Photographs of a compliant and non-compliant boarding ladder
Session topics	<p>Topic 1: How to verify the existence, position and design of a boarding ladder Teaching notes</p> <ul style="list-style-type: none"> • Explain that a compliant boarding ladder is required to safely board a fishing vessel. • Explain the rules concerning the construction and positioning of a boarding ladder. • Demonstrate photographs of a compliant and non-compliant boarding ladder.
Evaluation	Multiple choice questionnaire (MCQ)

Table 12

Session 4: Verify the identity of the fishing vessel	
Trainer guidance	The purpose of this session is to explain why and how to verify the identity of a fishing vessel in order to assess compliance with the authorised fishing activity.
Additional resources	Fishing vessel identity documents Electronic access to the Union fleet register Photographs of compliant external registration numbers and IRCS on fishing vessels
Session topics	Topic 1: Vessel identity Teaching notes <ul style="list-style-type: none"> • Explain the different elements of a vessel identity. • Demonstrate how to obtain data from the Union fleet register to verify the vessel identity. • Explain the relationship between the data held on the Union fleet register and the fishing vessel licence. • Explain the rules concerning the marking of the external registration number and the IRCS. • Explain the significance of the IMO number. • Explain the significance of the flag state.
Evaluation	Multiple choice questionnaire (MCQ)

Table 13

Session 5: Verify the identity of the master and owner	
Trainer guidance	The purpose of this session is to explain why and how to identify the master and owner in order to establish who is legally responsible for the activities of the vessel.
Additional resources	Example vessel and identity papers
Session topics	Topic 1: Identity of the master and owner Teaching notes <ul style="list-style-type: none"> • Explain why it is necessary to identify the master and owner in order to establish who is legally responsible for the activities of the vessel. • Demonstrate the techniques that may be used to identify the master and owner such as from vessel documents and identity papers. • Explain the roles of the vessel agent. • Explain the status of a charterer.
Evaluation	Multiple choice questionnaire

Table 14

Session 6: Verify the cooperation of the master	
Trainer guidance	The purpose of this session is to explain how an effective inspection requires the cooperation of the master and crew.
Additional resources	None
Session topics	<p>Topic 1: Assistance to inspectors Teaching notes</p> <ul style="list-style-type: none"> • Explain the legal and practical obligations of the master to cooperate and assist the inspection team. <p>Topic 2: Powers of inspectors Teaching notes</p> <ul style="list-style-type: none"> • Outline the legal powers an inspector will need in different circumstances to carry out an effective inspection. Examples may be explored such as in the case of an infringement where the inspector may need to seize certain items for evidence, or where a vessel is to be ordered to proceed to a port. <p>Topic 3: Conduct of inspectors Teaching notes</p> <ul style="list-style-type: none"> • Explain the legal obligations for the conduct of the inspection team. <p>Topic 4: Pre-boarding Teaching notes</p> <ul style="list-style-type: none"> • Explain the pre-boarding communication. • Explain the desirability of boarding before the vessel hauls the fishing gear and the associated rules. <p>Topic 5: Boarding and disembarking Teaching notes</p> <ul style="list-style-type: none"> • Explain the cooperation required to safely board a fishing vessel. <p>Topic 6: Inspection of catch and gear Teaching notes</p> <ul style="list-style-type: none"> • Explain why it is essential to have the assistance of the master and crew to examine the catch and gear.
Evaluation	Multiple choice questionnaire

Table 15

Session 7: Verify the fishing activity	
Trainer guidance	The purpose of this session is to explain why and how it is necessary to verify fishing activity.
Additional resources	Electronic access to VMS and ERS Photographs of the different legally defined fishing activities Photographs of fishing activity by different methods relevant to the area of operation
Session topics	<p>Topic 1: Definition of fishing Teaching notes</p> <ul style="list-style-type: none"> • Explain the legal definitions of fishing activity and how the application of the rules may depend on whether a fishing vessel actually engaged in fishing operations or another activity such as transiting. • Discuss each legally defined fishing activity and how each activity may be verified by visual observation. <p>Topic 2: Active gear Teaching notes</p> <ul style="list-style-type: none"> • Explain how fishing activity may be verified by visual observation on different methods of fishing with active gear. • Explain how fishing activity may be verified from the VMS/AIS and radar plot. • Explain how to cross-check observed fishing activity with the logbook. <p>Topic 3: Passive gear Teaching notes</p> <ul style="list-style-type: none"> • Explain how fishing activity may be verified by visual observation on different methods of fishing with passive gear. • Explain how fishing activity may be verified from the VMS/AIS and radar plot. • Explain how to cross-check observed fishing activity with the logbook.
Evaluation	Multiple choice questionnaire Individual exercises

PART D EVALUATION

1. Evaluation — General

Each session concludes with a trainee evaluation based on multiple choice questions and/or individual exercises.

2. Multiple choice questionnaire evaluation (MCQ)

Each MCQ should consist of a number of questions relevant to the topics covered in the session. Each question should ideally have four possible answers, only one of which is correct. All trainees should complete an MCQ individually. Points should be allocated for each correct answer.

In each session a minimum of three multiple choice questions are recommended, or one for each topic. A number of examples of multiple choice questions are shown; however, it is recommended that the trainer formulates their own questions to avoid repetition.

When marking MCQ evaluations, trainers should explore incorrect answers with the trainee to identify the deductions made by the trainee in coming to their conclusion. The trainer should consider whether there is a logic to the trainee's answer and reflect this in the overall score or, alternatively, whether the training provided on the particular issue should be reviewed. Importantly, the trainer should ensure that the trainee is fully aware of the correct response before concluding the session. It should be noted however that incorrect answers may in part be an outcome of the wording of the question.

Table 16

SESSION 1 — Equipment and data required before boarding EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: What equipment is recommended for measuring the mesh size of a trawl?			
(a) A tape measure			
(b) A wedge gauge			
(c) A vernier gauge			
(d) An Omega gauge			
Question 2: What ERS data is normally available to the inspector before the boarding?			
(a) The targeted fishery			
(b) The engine power			
(c) The fish taken on board up to the time of inspection			
(d) The authorised fishery			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (Not for distribution)

Question number	Correct answer
1	d
2	c

Table 17

SESSION 2 — Verify the position of the fishing vessel EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: Why may it necessary to verify the position of the vessel?			
(a) To verify if the master holds the correct qualification for the area of operation			
(b) To report the vessel position to the coastguard			
(c) To verify if the vessel is fishing within the 12-mile limit			
(d) To check fuel consumption			
Question 2: What fishing vessel equipment may be used to verify the position?			
(a) The VHF radio			
(b) The compass			
(c) The GPS equipment			
(d) The vessel's log			
Question 3: What should be checked when plotting a GPS-derived position?			
(a) The charted depth of water			
(b) The coordinate chart datum			
(c) If the chart is metric			
(d) The magnetic declination			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (Not for distribution)

Question number	Correct answer
1	b
2	c
3	b

Table 18

SESSION 3 — Verify the boarding ladder EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: Which vessels are required to use a boarding ladder?			
(a) All fishing vessels			
(b) Vessels over 10 m overall length			
(c) Vessels requiring a climb of 1.5 m or more			
(d) Vessels more than 100 gross tons			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (Not for distribution)

Question number	Correct answer
1	c

Table 19

SESSION 4 — Verify the identity of the vessel EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: What is recorded in the Union fleet register?			
(a) Normal port of landing			
(b) Name of master			
(c) External registration number			
(d) Fishing authorisations			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (Not for distribution)

Question number	Correct answer
1	c

Table 20

SESSION 5 — Verify the identity of the master and owner EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: Which of the following documents will confirm the identity of the owner?			
(a) The fishing logbook			
(b) The crew list			
(c) The certificate of registry			
(d) The engine power certificate			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (Not for distribution)

Question number	Correct answer
1	c

Table 21

SESSION 6 — Verify the cooperation of the master EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: Which of the following is the master legally obliged to carry out?			
(a) To provide protective clothing to the inspector when examining a frozen fish hold			
(b) To provide food and drink to the inspectors if the inspection lasts more than 4 hours			
(c) To alert the inspectors to any safety hazards			
(d) To steer the vessel towards the FPV			
Question 2: What is the normal maximum number of inspectors deployed during an inspection if there are no infringements?			
(a) Two			
(b) Three			
(c) Two inspectors and one trainee			
(d) One			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (Not for distribution)

Question number	Correct answer
1	c
2	a

Table 22

SESSION 6 – Verify the fishing activity EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: You observe a fishing vessel alongside a merchant vessel at sea; both are stationary. What is their likely activity?			
(a) Preparation for navigation to the home port			
(b) Caging operations			
(c) Fishing with passive gear			
(d) Transshipping			
Question 2: You observe a vessel moving ahead at 3 knots and see two wires leading aft from the stern of the vessel into the sea at an angle of 30 degrees to the water and under tension. What is the activity?			
(a) Demersal trawling			
(b) Purse seining			
(c) Longlining			
(d) Normal navigation			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (Not for distribution)

Question number	Correct answer
1	d
2	a

3. Individual exercise evaluation

Individual exercises should enable the trainer to evaluate the trainee's knowledge of preparation for an inspection at sea and the conduct of an inspection.

An example of an individual exercise evaluation is shown; however, it is recommended that the trainer formulates their own exercises to avoid repetition.

Table 23

SESSION 1 — Equipment and data required before boarding INDIVIDUAL EVALUATION EXERCISE
Trainee name:
Training reference number:
Date:
Exercise: Equipment and data required before boarding
Exercise objectives: The objective of the exercise is to demonstrate that the trainee can decide what equipment and data to prepare before carrying out an inspection at sea.
Exercise content: An inspection is planned on a small (11 m length overall) longliner. List the physical inspection equipment required and list any equipment not required for such an inspection.
Evaluation criteria: The trainee demonstrates an understanding of the type of inspection to be carried out and relates the choice of inspection equipment accordingly.
Trainer's notes:

Table 24

SESSION 2 — Verify the position of the vessel INDIVIDUAL EVALUATION EXERCISE
Trainee name:
Training reference number:
Date:
Exercise: Verify the position of the vessel
Exercise objectives: The objective of the exercise is to demonstrate that the trainee can use position data from a fishing vessel to verify if the vessel is fishing legally.
Exercise content: Provide trainees with: <ul style="list-style-type: none"> — a navigational chart (WGS 84) showing the 12-mile limit; — a photograph of a pelagic trawler and an extract from the Union fleet register for the vessel; — a photograph of a GPS unit indicating a position 8 nautical miles from the coast; — a note stating the vessel was boarded at sea whilst fishing for species 'X' at that position; — a copy of the access regulation ⁽²⁾. The trainee should use the data to determine if the vessel was fishing legally.
Evaluation criteria: The trainee indicates the correct answer.
Trainer's notes:

⁽²⁾ Council Regulation (EC) No 2374/2002.

Table 25

SESSION 7 — Verify the fishing activity INDIVIDUAL EVALUATION EXERCISE
Trainee name:
Training reference number:
Date:
<p>Exercise: Verify the fishing activity</p> <p>Exercise objectives: The objective of the exercise is to demonstrate that the trainee can identify if a vessel is actively fishing.</p> <p>Exercise content: List two indicators that a demersal single boat trawler is fishing.</p> <p>Evaluation criteria: The trainee indicates the correct answer.</p>
Trainer's notes:

There are no individual evaluation exercises proposed for Session 3 — Verify the boarding ladder; Session 4 — Verify the identity of the vessel; Session 5 — Verify the identity of the master and owner; and Session 6 — Verify the cooperation of the master.

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Section 2.1 Check legal document

Coverage: All EU regions

PART A SECTION FRAMEWORK

1. Scope

During an inspection at sea, an inspector is required to check the documentation in order to determine the legality of the fishing operations.

2. General learning objectives

The trainee who completes this section will be able to check the legally required documentation on board a fishing vessel during an inspection at sea. This section will guide the trainee to complete points 14–22 and 28–44 of the minimum information required for the completion of inspection reports ⁽³⁾.

3. Trainee entry requirements

This section on documentation is intended for all trainees, including those with a basic knowledge of fisheries control.

4. Trainer requirements

The trainer should preferably have a detailed and up-to-date knowledge of EU fisheries legislation and direct experience of fisheries control. The trainer should also preferably have completed a course in training techniques. No additional trainers will be needed for this section.

5. Course intake

An advisable ratio of trainees to trainer is 12:1 for this section.

6. Course certificate

Intentionally left blank.

7. Teaching facilities

The training should be provided in a classroom equipped with the necessary audiovisual systems.

8. Teaching materials and equipment

Copies of documents: A full list is specified in Part C2 of this manual.

⁽³⁾ Article 115 and Items 14–22 and 28–44 of Module 1 of Annex XXVII to Commission Implementing Regulation (EU) No 404/2011.

9. Section outline and indicative session times

Table 1

Section outline	Classroom hours	Exercise/evaluation hours
Introduction	15 minutes	None
Session 1: Certificate of registry, fishing licence, fishing authorisation, engine power certificate, fish room certificate and ullage tables for refrigerated seawater tanks	4 hours	2 hours
Subtotal hours	4 hours 15 minutes	2 hours
Total hours	6 hours 15 minutes	

PART B DETAILED TEACHING SYLLABUS

1. Learning objectives

The learning objective of this section is to ensure that the trainee can 'Check legal documents'. This section is the first out of the two sections which together make up the training module 'Inspect conformity of documentation'. This section consists of one training session with links to the relevant chapters of the trainee's handbook.

- Session 1: Certificate of registry, fishing licence, fishing authorisation, engine power certificate, fish room certificate and ullage tables for refrigerated seawater tanks.

The trainee will understand the legal requirements of documentation required by a fishing vessel and be able to recognise the different types of documents from different Member States and know if the correct information is recorded.

2. Specific learning objectives

Table 2

Session 1: Certificate of registry, fishing licence, fishing authorisation, engine power certificate, fish room certificate and ullage tables for refrigerated seawater tanks	Handbook reference	Topic No	Exercises/evaluation
The expected learning outcome is that the trainee can:	Chapter		
• understand the legal requirements for the following documentation:			
— certificate of registry	2.1.1	1	
— fishing licence	2.1.2	2	
— fishing authorisation	2.1.3	3	
— engine power certificate	2.1.4	4	
— fish room certificate	2.1.5	5	
— ullage tables for refrigerated seawater tanks;	2.1.6	6	
• recognise different documentation from vessels of different nationalities;			
• check if the documentation has all the required information and is valid and up to date;			
• understand how to use the documentation during an inspection.			

PART C TRAINER GUIDE

1. Introduction

This section is totally based in the classroom and is made up of one session which may be split into two separate lectures and the evaluation exercises.

2. Teaching materials and equipment

- This section uses the following teaching materials:
 - the regulations, preferably in (a) electronic format for the trainer to demonstrate and (b) an individual copy for each trainee;
 - trainee handbook covering this section;
 - pre-prepared slide presentations and/or flip charts;
 - specimen copies of each type of legal document covered, preferably at least four of each type of document and from the different Member States likely to be encountered by the trainee. These may be in electronic form for the trainer to demonstrate and in paper form for use by the trainee in the evaluation exercises;
 - trainee evaluation multiple choice questionnaire (MCQ);
 - trainee worksheets for use in individual exercises.
- This section uses the following teaching equipment:
 - trainer computer with projector and screen;
 - computer workstations with Internet access to the Union fleet register and the secure part of the websites of Member States for licence and fishing authorisation data;
 - flip charts.

3. Training session guidance

Table 3

Session 1: Certificate of registry, fishing licence, fishing authorisation, engine power certificate, fish room certificate and ullage tables for refrigerated seawater tanks	
Trainer guidance	<p>The purpose of this session is to explain:</p> <ul style="list-style-type: none"> • the purpose of each type of legal document and its legal basis; • the minimum information required under EU law; • the forms that should be seen on board the fishing vessel (noting that some documents are not specifically required to be carried on board); • the use of each document type during an inspection. <p>The trainer should take each document type as a separate topic. The trainer should examine some real examples from the Member States and relate the data shown in the examples to the minimum EU requirements, pointing out which data are not legally required at the EU level but may be required at the national level.</p> <p>This session is mainly about giving fundamental information to the trainee and, apart from answering questions on specific points, the topics are not open for general discussion.</p> <p>The session may need to be split into two or more lectures to cover all the different types of legal documents.</p>
Additional resources	None

Session topics	<p>Topic 1: Certificate of registry</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Introduce the certificate of registry as an identification document for a fishing vessel. • Explain the legal basis for the certificate of registry. • List the mandatory and optional information on the certificate of registry. • Demonstrate how to verify the certificate of registry using data from the Union fleet register from the Internet. • Demonstrate specimen certificates of registry from different Member States. • Explain the minimum information from the certificate of registry that is required on the model inspection report. <p>Topic 2: Fishing licence</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Introduce the fishing licence as a right to use a fishing vessel for the commercial exploitation of fisheries. • Explain the legal basis for the fishing licence. • List the mandatory information on the fishing licence. • Demonstrate how to verify the fishing licence using data from the Internet from the Union fleet register and the secure websites of the Member States. • Demonstrate specimen fishing licences from different Member States. • Explain the infringements that may arise from the fishing licence. • Explain the minimum information from the fishing licence that is required on the model inspection report. <p>Topic 3: Fishing authorisation</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Introduce the fishing authorisation as a right to carry out certain fishing activities. • Explain the legal basis for the fishing authorisation and the circumstances when it is required. • List the minimum information on the fishing authorisations. • Explore the permitted conditions of fishing on a selection of different types of fishing authorisation. • Demonstrate how to verify the fishing authorisation using data from the Internet from the secure websites of the Member States. • Demonstrate specimen fishing authorisations from different Member States. • Explain the infringements that may arise from the fishing authorisation. • Explain the minimum information from the fishing authorisation that is required on the model inspection report. <p>Topic 4: Engine power certificate</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Introduce the engine power certificate as a method of verifying the engine power. • Explain the legal basis for the engine power certificate and the circumstances when it is required. • Explore the use of an engine power certificate to check the legality of certain specified fishing activities. • Demonstrate how to verify the engine power certificate using data from the Union fleet register from the Internet. • Demonstrate how to verify the engine power certificate by visual observations of the engine on board the vessel. • Demonstrate specimen engine power certificates from different Member States. • Explain the infringements that may arise from the engine power certificate. • Explain the minimum information from the engine power certificate that is required on the model inspection report.
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	<p>Topic 5: Fish room certificate</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Introduce the fish room certificate as a tool for assessing the quantity of fish on board. • Explain the legal basis for the fish room certificate. • Explain the information required on the fish room certificate. • Demonstrate how to verify the fish room certificate by visual observations and measurements of the possible storage spaces on board the vessel. • Explain how to use the fish room certificate to assess the quantity of fish by subtracting the empty space (ullage) from the volume of the fish room and then applying a stowage factor. • Explain the existence of hidden fish storage spaces that do not appear on the fish room certificate and describe some example hidden spaces. • Demonstrate specimen fish room certificates from different Member States. • Explain the infringements that may arise from the fish room certificate. • Explain the minimum information from the fish room certificate that is required on the model inspection report. <p>Topic 6: Ullage tables for refrigerated seawater tanks</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Introduce the ullage tables for refrigerated seawater tanks as a tool for assessing the quantity of fish on board a pelagic fishing vessel. • Explain the legal basis for the ullage tables for refrigerated seawater tanks. • Explain the information required in the ullage tables for refrigerated seawater tanks. • Explain how to use the ullage tables for refrigerated seawater tanks to assess the quantity of fish in a refrigerated seawater tank. • Demonstrate specimen ullage tables for refrigerated seawater tanks from different Member States. • Explain the infringements that may arise from the ullage tables for refrigerated seawater tanks. • Explain the minimum information from the ullage tables for refrigerated seawater tanks that are required on the model inspection report.
Evaluation	Multiple choice questionnaire Individual exercises

PART D EVALUATION

1. Evaluation — General

The session concludes with a trainee evaluation based on multiple choice questions and individual exercises. Group exercises are not considered appropriate for this training section.

2. Multiple choice questionnaire evaluation (MCQ)

Multiple choice questionnaires (MCQs) remain the mainstay of the evaluations and assessments. Each MCQ should consist of a number of questions relevant to the topics covered in the session. Each question should ideally have four possible answers, only one of which is correct. All trainees should complete an MCQ individually. Points should be allocated for each correct answer.

In this session a minimum of six multiple choice questions are recommended, one for each topic. A number of examples of multiple choice questions are shown; however, it is recommended that the trainer formulates their own questions to avoid repetition.

When marking MCQ evaluations, trainers should explore incorrect answers with the trainee to identify the deductions made by the trainee in coming to their conclusion. The trainer should consider whether there is logic to the trainee's answer and reflect this in the overall score or, alternatively, whether the training provided on the particular issue should be reviewed and/or further analysed. Importantly, the trainer should ensure the trainee is fully aware of the correct response before concluding the session. It should be noted however that incorrect answers may in part be an outcome of the wording of the question, as questions phrased ambiguously may cause confusion on the part of the test-taker.

Table 4

SESSION 1 – Certificate of registry, fishing licence, fishing authorisation, engine power certificate, fish room certificate and ullage tables for refrigerated seawater tanks EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: What is the purpose of a certificate of registry?			
(a) To show the master is qualified to go to sea			
(b) A basic identification document for the vessel			
(c) It is needed in order to license a fishing vessel			
(d) To allow a vessel to fish in national waters			
Question 2: What data does not have to be recorded on the fishing licence?			
(a) Vessel name			
(b) Engine power			
(c) Number of crew			
(d) Main fishing gear			
Question 3: Which vessels are required to have a fishing authorisation?			
(a) All vessels over 10 m overall length			
(b) Vessels over 10 m overall length operating in a fishery covered by a multiannual plan			
(c) All beam trawlers over 10 m overall length			
(d) Vessels fishing in the waters of another Member State			
Question 4: What can the engine power certificate be used for in fisheries control?			
(a) To check fuel consumption			
(b) To check if the vessel is allowed to fish inside the North Sea 'pout box'			
(c) To check if the vessel can fish inside certain coastal waters			
(d) To check the overall power of two pair trawlers			
Question 5: What is fish room certificate used for?			
(a) To assess the quantity of fish on board			
(b) To verify the stowage arrangement of fish			
(c) For stability calculations			
(d) For food hygiene standards			
Question 6: On what type of fishing vessel would you expect to see ullage tables for refrigerated seawater tanks?			
(a) A pelagic freezer trawler			
(b) A beam trawler			
(c) A pelagic purse seiner			
(d) A crab potter with vivier tanks			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (Not for distribution)

Question number	Correct answer
1	b
2	c
3	b
4	c
5	a
6	c

3. Individual exercise evaluation

Individual exercises should enable the trainer to evaluate the trainee's understanding of the documentation required on board a fishing vessel.

An example of an individual exercise evaluation is shown. However, it is recommended that the trainer formulates their own exercises to avoid repetition.

Table 5

SESSION 3 — INDIVIDUAL EVALUATION EXERCISE
Trainee name:
Training reference number:
Date:
<p>Exercise: Fishing authorisation</p> <p>Exercise objectives: The trainee will be able to describe the circumstances when the fishing authorisation is required.</p> <p>Exercise content: Identify the fishing activities when a fishing authorisation is required, describe the relationship between a fishing authorisation and a fishing licence and identify which vessels are excluded from the obligation to have a fishing authorisation.</p> <p>Evaluation criteria: The trainee will correctly describe all the circumstances in which a fishing authorisation is required, the requirement to have a fishing licence and the vessels which are excluded.</p>
Trainer's notes:

Section 2.2 Check required declarations by the master

Coverage: All EU regions

PART A SECTION FRAMEWORK

1. Scope

During an inspection at sea an inspector is required to check the declarations made by the master concerning catch and fishing effort.

2. General learning objectives

The trainee who completes this section will be able to check the declarations and notifications required for catch and effort registration. The course will guide the trainee to complete certain parts of the model inspection report ⁽⁴⁾.

3. Trainee entry requirements

This section on documentation is intended for all trainees, including those with a basic knowledge of fisheries control. It would however be an advantage, but not essential, to have knowledge of the principles of the common fisheries policy and general concepts of fisheries control.

4. Trainer requirements

The trainer should preferably have a detailed and up-to-date knowledge of EU fisheries legislation and direct experience of fisheries inspection. The trainer should also preferably have completed a course in training techniques.

5. Course intake

An advisable ratio of trainees to trainer is 12:1 for this section.

6. Course certificate

Intentionally left blank.

7. Teaching facilities

A classroom with tables or desks is recommended as well as audio/visual projection facilities.

8. Teaching materials and equipment

Copies of documents, Internet access, VMS and ERS access, a computer with a projector and screen and flip charts and/or dry wipe boards are recommended. A full list is specified in Part C2 of this manual.

⁽⁴⁾ Article 115 and Items 14–22 and 28–44 of Module 1 of Annex XXVII to Commission Implementing Regulation (EU) No 404/2011.

9. Section outline and indicative session times

Table 1

Section outline	Classroom hours	Exercise/evaluation hours
Introduction	15 minutes	None
Session 1: Existing reporting systems	2 hours	1 hour
Session 2: The VMS system	2 × 2 hours	1 hour
Session 3: The logbook (paper and ERS)	2 × 2 hours	1 hour
Session 4: Other declarations	2 hours	1 hour
Session 5: SCIP requirements	2 hours	1 hour
Subtotal hours	14 hours 15 minutes	5 hours
Total hours	19 hours 15 minutes	

PART B DETAILED TEACHING SYLLABUS

1. Learning objectives

The learning objective of this section is to ensure that the trainee can 'Check required declarations by the master'. This section is the first of the two sections which together make up the training module 'Inspect conformity of documentation'. This section consists of five training sessions with links to the relevant chapters of the trainee's handbook.

- Session 1: Existing reporting systems.

The notifications and messages required under a fishery subject to a recovery plan.

- Session 2: The VMS system

The operational use of VMS during inspections at sea.

- Session 3: The logbook

The concept of paper and electronic logbooks and how they are completed.

- Session 4: Other declarations

Declarations concerning how the catch is handled, after it has been taken on board.

- Session 5: SCIP requirements

Declarations by the master associated with specific control and inspection programmes (SCIPs).

2. Specific learning objectives

Table 2

Session 1: Existing reporting systems	Handbook reference	Topic No	Exercises/evaluation
The expected learning outcome is that the trainee can: <ul style="list-style-type: none"> • understand the following notifications required for a fishery subject to a recovery plan: <ul style="list-style-type: none"> — effort messages; — landing notifications; — gear notifications; — manual reporting; — ERS. 	Chapter 2.2.1	1 2 2 3 4	MCQ Individual exercises

Module 2	Inspect conformity of documentation
Section 2.2	Check required declarations by the master

Table 3

Session 2: The VMS system	Handbook reference	Topic No	Exercises/ evaluation
The expected learning outcome is that the trainee can: <ul style="list-style-type: none"> • understand how VMS operates; • demonstrate the use of VMS data for inspection at sea. 	Chapter 2.2.2	1 2	MCQ Individual exercises

Table 4

Session 3: The logbook (paper and ERS)	Handbook reference	Topic No	Exercises/ evaluation
The expected learning outcome is that the trainee can: <ul style="list-style-type: none"> • understand the following concepts of paper and electronic logbooks and knows how logbooks are completed: <ul style="list-style-type: none"> — logbook entries; — the paper logbook; — the electronic logbook. 	Chapter 2.2.3	1 2 3	MCQ Individual exercises

Table 5

Session 4: Other declarations	Handbook reference	Topic No	Exercises/ evaluation
The expected learning outcome is that the trainee can: <ul style="list-style-type: none"> • understand the following declarations concerning how the catch is handled: <ul style="list-style-type: none"> — production logbook; — stowage plan; — labelling; — transhipment declaration. 	Chapter 2.2.4	1 2 3 4	MCQ Individual exercises

Table 6

Session 5: SCIP requirements	Handbook reference	Topic No	Exercises/ evaluation
The expected learning outcome is that the trainee can: <ul style="list-style-type: none"> • understand the concept of recovery plans and the associated specific control and inspection programmes; • understand the additional requirements for declarations of the following recovery plans and the associated specific control and inspection programmes: <ul style="list-style-type: none"> — Cod stocks — Northern hake — West Channel sole — North Sea plaice and sole — West Scotland herring/pelagic — Southern hake and Norway lobster — Bay of Biscay sole — Deep sea stocks — Bluefin tuna. 	Chapter 2.2.5	1 2 2 2 2 2 2 2 2	MCQ Individual exercises

PART C TRAINER GUIDE

1. Introduction

This section is totally based in the classroom and is made up of five sessions with associated evaluation exercises.

2. Teaching materials and equipment

- This section uses the following teaching materials:
 - the regulations, preferably in (a) an electronic format for the trainer to demonstrate and (b) with an individual copy for each trainee;
 - trainee handbook covering this section;
 - pre-prepared slide presentations and/or flip charts;
 - specimen paper logbooks for completion in the individual evaluation exercises;
 - specimen effort, landing and gear notifications, specimen production logbooks, stowage plans, labels and transshipment declarations, preferably all in electronic form, to be demonstrated by the trainer;
 - trainee evaluation multiple choice questionnaire (MCQ);
 - trainee worksheets for use in individual exercises.
- This section uses the following teaching equipment:
 - trainer computer with projector and screen for showing photographs and slide presentations;
 - computer with access to VMS and ERS with large screen for demonstration by the trainer;
 - flip charts.

3. Training session guidance

Table 7

Session 1: Existing reporting systems	
Trainer guidance	<p>The purpose of this session is to explain the records of notifications and messages necessary under a fishing effort regime such as that for the multiannual recovery plan for the North Sea cod fishery. The trainer should take each notification type as a separate topic. The trainer should examine some real examples from the Member States. This session is mainly about giving fundamental information to the trainee and, apart from answering questions on specific points, the topics are not open for general discussion.</p>
Additional resources	Electronic access to the ERS system
Session topics	<p>Topic 1: Catch and activity reports Teaching notes</p> <ul style="list-style-type: none"> • Effort messages <ul style="list-style-type: none"> — Introduce effort messages as entry and exit reports into fishing zones covered by a fishing effort regime. — Explain the legal basis for effort messages. — Explain the different types of effort messages and the format in which they must be made. <p>Topic 2: Notifications Teaching notes</p> <ul style="list-style-type: none"> • Before landing <ul style="list-style-type: none"> — Introduce landing notifications as a report that assists land-based inspectors to direct their activity. — Explain the legal basis for landing notifications. — Explain the content of a landing notification. — Explain the different circumstances in which landing notifications must be made. — Demonstrate some example landing notifications. • Gear notifications <ul style="list-style-type: none"> — Introduce gear notifications as a method of allocating fishing efforts. — Explain the legal basis of a gear notification. — Demonstrate some example gear notifications. <p>Topic 3: Manual reporting Teaching notes</p> <ul style="list-style-type: none"> • Explain effort messages and notifications from vessels not required to complete an electronic logbook. • Explain alternate measures Member States may adopt. <p>Topic 4: ERS Teaching notes</p> <ul style="list-style-type: none"> • Demonstrate the flow of data. • Explain the different types of electronic reports and when they must be submitted. • Explain the concept of corrections and return messages. • Use the ERS system to demonstrate some real effort messages.
Evaluation	<p>Multiple choice questionnaire (MCQ) Individual exercises</p>

Table 8

Session 2: The VMS system	
Trainer guidance	<p>The purpose of this session is to enable the trainee to understand the operational use of VMS during inspections at sea.</p> <p>The first part of the session concerning how VMS operates is about giving fundamental information to the trainee and, apart from answering questions on specific points, the topics are not open for general discussion.</p> <p>The second part of the session concerning the use of VMS at sea may be more interactive, with trainees encouraged to contribute ideas on how to best use VMS and its limitations.</p> <p>The session may need to be split into two separate lectures to reflect these different topics.</p>
Additional resources	<p>Electronic access to a VMS system. This may require a visit to the FMC.</p> <p>Example hardware (antennae and 'blue box').</p>
Session topics	<p>Topic 1: How VMS operates</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Introduce and explain each of the following sub-topics on the operation of the VMS system. A slide show may be an effective method of explanation. Demonstrate examples of VMS hardware: <ul style="list-style-type: none"> — technical functions; — FMC; — flag state responsibilities; — exchange of data; — coordinates of Member State waters; — presentation of VMS data; — which vessels require VMS and exemptions; — what data is transmitted; — when data is transmitted; — automatic identification system (AIS); — vessel detection system (VDS). <p>Topic 2: Use of VMS data for inspection at sea</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Introduce each sub-topic with examples and encourage trainees to contribute ideas on how to best use VMS at sea. If available, use the electronic output of real (or dummy) VMS to demonstrate different example situations: <ul style="list-style-type: none"> — assessment of compliance; — cross check VMS with other systems such as AIS; — correct use of VMS by the master: <ul style="list-style-type: none"> ■ operational at all times; ■ non-receipt of data; ■ tamper prevention; ■ when the VMS device can be switched off; ■ technical failure of the VMS device; — action taken by the master in case of VMS failure.
Evaluation	<p>Multiple choice questionnaire</p> <p>Individual exercises</p>

Table 9

Session 3: The logbook (paper and ERS)	
Trainer guidance	<p>The purpose of this session is to explain the concept of a logbook as a vehicle to record fishing activity.</p> <p>This session is mainly about giving fundamental information to the trainee and, apart from answering questions on specific points, the topics are not open for general discussion.</p> <p>The first part of the session concerning logbook concepts is about giving fundamental information to the trainee and, apart from answering questions on specific points, the topics are not open for general discussion.</p> <p>The second part of the session concerning the use of logbooks at sea may be more interactive with trainees encouraged to contribute ideas on how to best use the logbook.</p>
Additional resources	<p>Electronic access to an ERS system</p> <p>Blank paper logbook pages for evaluation exercise</p>
Session topics	<p>Topic 1: Entries to be made in the logbook</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Explain each of the data elements that are required in the paper and electronic logbooks. <p>Topic 2: The paper logbook</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Explain the different formats of the paper logbook. • Explain the circumstances in which a paper logbook should be completed. • Explain the manner in which a paper logbook should be completed. • Show some examples of correctly and incorrectly completed paper logbooks. • Go through worked examples of cross checking the paper logbook with the assessment of the catch on board, the fishing gear, VMS data and the vessel documentation such as the fishing authorisations. Encourage contributions by the trainees. <p>Topic 3: The ERS</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Explain the concept of the ERS and the differences and similarities with the paper logbook. • Explain the responsibilities of the master in case of a technical system failure. • Demonstrate the live (or dummy) ERS system if available. • Go through a pre-inspection check and checks during an inspection of an electronic logbook. Use the live (or dummy) ERS system if available. Encourage contributions from the trainees. • Examine the procedures in case of equipment failure of the electronic logbook.
Evaluation	<p>Multiple choice questionnaire</p> <p>Individual exercises</p>

Table 10

Session 4: Other declarations	
Trainer guidance	<p>The purpose of this session is to explain the declarations concerning the catch after it has been taken on board.</p> <p>The trainer should take each declaration type as a separate topic. The trainer should examine some real examples from the Member States.</p> <p>This session is mainly about giving fundamental information to the trainee and, apart from answering questions on specific points, the topics are not open for general discussion.</p>
Additional resources	Specimen declarations
Session topics	<p>Topic 1: Production logbook</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Explain the concept of a production logbook and how it may be used in the assessment of catch on board and to verify the logbook. • Explain the legal basis for a production logbook. • Describe the circumstances in which a production logbook may be seen during an inspection at sea in EU waters. • Demonstrate an example of a production logbook, pointing out each data element. <p>Topic 2: Stowage plan</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Explain the concept of a stowage plan and how it may be used in the assessment of catch on board and to verify the logbook. • Explain the legal basis for a stowage plan. • Describe the circumstances in which a stowage plan may be seen during an inspection at sea in EU waters. • Demonstrate an example of a stowage plan, pointing out each data element. <p>Topic 3: Labelling</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Explain the concept of labels and how they may be used in the assessment of catch on board and to verify the logbook. • Explain the legal basis for labels. • Describe the circumstances in which labels may be seen during an inspection at sea in EU waters. • Demonstrate an example of a label, pointing out each data element. <p>Topic 4: Transhipment declaration</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Explain the concept of a transhipment declaration and how it may be used in the assessment of catch on board and to verify the logbook. • Explain the legal basis for a transhipment declaration. • Describe the circumstances in which a transhipment declaration may be seen during an inspection at sea in EU waters, taking into account the general prohibition on transshipping at sea in EU waters. • Demonstrate an example of a transhipment declaration, pointing out each data element.
Evaluation	<p>Multiple choice questionnaire</p> <p>Individual exercises</p>

Table 11

Session 5: SCIP requirements	
Trainer guidance	The purpose of this session is to outline the declaration requirements of the current recovery plans in EU waters and associated specific control and inspection programmes (SCIPs). This session is mainly about giving fundamental information to the trainee and, apart from answering questions on specific points, the topics are not open for general discussion.
Additional resources	Specimen declarations
Session topics	<p>Topic 1: What is a SCIP? Teaching notes</p> <ul style="list-style-type: none"> • Outline the definition of a SCIP and its relationship with a recovery plan. <p>Topic 2: Individual SCIPs Teaching notes</p> <ul style="list-style-type: none"> • Explain separately the declaration and associated inspection requirements following recovery plans and associated SCIPs: <ul style="list-style-type: none"> — long-term plan for cod stocks; — recovery of northern hake; — multiannual plan for Western Channel sole; — multiannual plan for North Sea plaice and sole; — West Scotland herring/pelagic; — southern hake and Norway lobster; — Bay of Biscay sole; — Baltic cod and salmon; — deep sea stocks; — bluefin tuna. • Explain the legal basis for each recovery plan and associated SCIP.
Evaluation	Multiple choice questionnaire Individual exercises

PART D EVALUATION

1. Evaluation — General

Each session concludes with a trainee evaluation based on multiple choice questions and individual exercises.

2. Multiple choice questionnaire evaluation (MCQ)

Each MCQ should consist of a number of questions relevant to the topics covered in the session. Each question should ideally have four possible answers, only one of which is correct. All trainees should complete an MCQ individually. Points should be allocated for each correct answer.

In each session a minimum of three multiple choice questions are recommended, or one for each topic. A number of examples of multiple choice questions are shown; however, it is recommended that the trainer formulates their own questions to avoid repetition.

When marking MCQ evaluations, trainers should explore incorrect answers with the trainee to identify the deductions made by the trainee in coming to their conclusion. The trainer should consider whether there is a logic to the trainee's answer and reflect this in the overall score or, alternatively, whether the training provided on the particular issue should be reviewed. Importantly, the trainer should ensure the trainee is fully aware of the correct response before concluding the session. It should be noted however that incorrect answers may in part be an outcome of the wording of the question.

Table 12

SESSION 1 — Existing reporting systems EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: In the cod recovery plan ⁽⁵⁾, when is an exit message required?			
(a) When crossing from ICES IVc to VIIId			
(b) When crossing from ICES VIIId to VIIe			
(c) When crossing from ICES IVb to IVc			
(d) When crossing from ICES IVb to IIIa			
Question 2: How many hours prior notice are required for a landing notification?			
(a) 2 hours			
(b) 6 hours			
(c) 4 hours			
(d) 1 hour			
Question 3: What is the reason for a gear notification?			
(a) To fix the effort allocation			
(b) To verify the mesh size			
(c) To allow only one gear type			
(d) To determine the by-catch allowed			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (Not for distribution)

Question number	Correct answer
1	b
2	c
3	a

⁽⁵⁾ Council Regulation (EC) No 1342/2008.

Table 13

SESSION 2 — The VMS system EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: What size vessels require VMS?			
(a) 10 m overall length and over			
(b) 12 m overall length and over			
(c) All vessels			
(d) 15 m overall length and over			
Question 2: When can the VMS device be switched off?			
(a) After landing fish			
(b) During transit			
(c) In port after notifying the FMC			
(d) On arrival in port			
Question 3: What should the master do in case of VMS equipment failure at sea?			
(a) Immediately return to port			
(b) Inform flag state authorities			
(c) Communicate the position every 4 hours			
(d) Communicate the position every 2 hours			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (Not for distribution)

Question number	Correct answer
1	b
2	c
3	c

Table 14

SESSION 3 — The logbook (paper and ERS) EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: Which of these data has to be entered into the logbook?			
(a) Name of the owner			
(b) Quantities of each species over 50 kg			
(c) Quantities of each species when the total catch on board exceeds 50 kg			
(d) Vessel overall length			
Question 2: Where is data from the electronic logbook transmitted?			
(a) To the coastal state FMC			
(b) To the flag state FMC			
(c) To the vessel owner			
(d) To the flag state search and rescue organisation			
Question 3: What should the master do in case of electronic logbook equipment failure at sea?			
(a) Send a manual report every 4 hours			
(b) Return immediately to port			
(c) Record the remaining part of the fishing trip in a paper logbook			
(d) Transmit the same information in a way set by the flag state			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (Not for distribution)

Question number	Correct answer
1	b
2	b
3	d

Table 15

SESSION 4 — Other declarations EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: In what circumstances is a production logbook required?			
(a) By all vessels over 12 m overall length fishing in EU waters			
(b) When fishing in EU waters for stocks subject to a recovery plan			
(c) When fishing in the NEAFC regulatory area			
(d) By all vessels that freeze the catch			
Question 2: What does a stowage plan show?			
(a) The cubic volume of the fish hold			
(b) The method of storage of fish			
(c) The location of each species in the fish hold			
(d) The general arrangement of all of the fish holds			
Question 3: Which declaration is required by law when fishing in EU waters?			
(a) Product label			
(b) Transhipment declaration			
(c) Production logbook			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (Not for distribution)

Question number	Correct answer
1	c
2	c
3	b

Table 16

SESSION 5 — SCIP requirements EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: Which of the following recovery plans has an associated SCIP?			
(a) Northern hake			
(b) Baltic cod and salmon			
(c) West Scotland herring			
(d) Bay of Biscay sole			
Question 2: What activities does a SCIP define?			
(a) The frequency of logbook completion			
(b) Benchmarks for inspection rates			
(c) Nationality of inspectors			
(d) Ports for the detention of fishing vessels			
Question 3: What activity does the recovery plan for bluefin tuna require?			
(a) Transfer monitored by video camera			
(b) All fishing vessels to carry an inspector			
(c) 2 hours' prior notice of landing			
(d) Multinational teams of inspectors			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (Not for distribution)

Question number	Correct answer
1	b
2	b
3	a

3. Individual evaluation exercise

Individual exercises should enable the trainer to evaluate the trainee's understanding of the declarations required of the master on board a fishing vessel.

In this section, one or two individual exercises are recommended for each training session.

Examples of individual evaluation exercises are shown; however, it is recommended that the trainer formulates their own exercises to avoid repetition.

Table 17

SESSION 1 — Existing reports INDIVIDUAL EVALUATION EXERCISE
Trainee name:
Training reference number:
Date:
Exercise: Existing reporting systems Exercise objectives: The trainee will be able to describe the effort messages required under a recovery plan Exercise content: <ul style="list-style-type: none"> • Identify the fisheries in which effort messages are required. • Describe the circumstances in which effort messages must be sent. • Describe the content of an effort message. Evaluation criteria: The trainee correctly describes the effort message requirements.
Trainer's notes:

Table 18

SESSION 2 — VMS INDIVIDUAL EVALUATION EXERCISE
Trainee name:
Training reference number:
Date:
Exercise: VMS Exercise objectives: The trainee will be able to demonstrate an understanding of the operational use of VMS during inspections at sea. Exercise content: <ul style="list-style-type: none"> • Describe which vessels are required to submit VMS data. • Describe what VMS data is transmitted and when it is transmitted. • Describe the action required of the master if there is a technical malfunction of the VMS equipment during a fishing trip. • Explain one way in which VMS data can be used during inspections at sea. Evaluation criteria: The trainee correctly answers the first three factual questions and demonstrates an understanding of the practical use of VMS in the final question.
Trainer's notes:

Table 19

SESSION 3 — Logbooks INDIVIDUAL EVALUATION EXERCISE
Trainee name:
Training reference number:
Date:
Exercise: Logbooks (paper and electronic) Exercise objectives: The trainee will be able to demonstrate how to use a logbook during an inspection. Exercise content: <ul style="list-style-type: none"> • Describe five of the data elements required to be recorded in a logbook. • Describe when paper and electronic logbooks have to be completed. • List two data elements from an electronic logbook that may be useful to examine before an inspection. Evaluation criteria: The trainee correctly answers the first two factual questions and demonstrates an understanding of the practical use of a logbook in the final question.
Trainer's notes:

Table 20

SESSION 3 — Logbooks INDIVIDUAL EVALUATION EXERCISE
Trainee name:
Training reference number:
Date:
<p>Exercise: Logbooks (paper and electronic) Exercise objectives: The trainee will be able to demonstrate how to complete a paper logbook.</p> <p>Exercise content:</p> <ul style="list-style-type: none"> • The trainer will list the fishing activity data required in a logbook for an individual real or dummy fishing trip. • The trainee will complete a paper logbook using this data. <p>Evaluation criteria: The trainee is able to correctly complete a paper logbook.</p>
Trainer's notes:

Table 21

SESSION 4 — Other declarations INDIVIDUAL EVALUATION EXERCISE
Trainee name:
Training reference number:
Date:
<p>Exercise: Other declarations Exercise objectives: The trainee will be able to explain the declarations concerning the catch after it has been taken on board.</p> <p>Exercise content: Describe a stowage plan and how it may be used during an inspection at sea.</p> <p>Evaluation criteria: The trainee is able to demonstrate the practical use of a stowage plan.</p>
Trainer's notes:

Table 22

SESSION 5 — SCIP requirements INDIVIDUAL EVALUATION EXERCISE
Trainee name:
Training reference number:
Date:
<p>Exercise: SCIP requirements Exercise objectives: The trainee will be able to outline the declaration requirements of the current recovery plans in EU waters and associated specific control and inspection programmes (SCIPs).</p> <p>Exercise content:</p> <ul style="list-style-type: none"> • Describe two examples of declarations required under a recovery plan. • Describe two inspection criteria that may be seen in a SCIP. <p>Evaluation criteria: The trainee correctly answers the two questions.</p>
Trainer's notes:

Module 3	Inspect conformity of catch on board	50
<hr/>		
Section 3.1	Assess the quantities and species retained on board	50
<hr/>		
PART A	SECTION FRAMEWORK	50
PART B	DETAILED TEACHING SYLLABUS	51
PART C	TRAINER GUIDE	54
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PART A	SECTION FRAMEWORK	64
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Section 3.1 Assess the quantities and species retained on board

Coverage: All EU regions

PART A SECTION FRAMEWORK

1. Scope

This section is one of a number of sections which, taken collectively, are intended to provide fisheries inspectors with the necessary information and skills required to undertake inspections of fishing vessels at sea. Trainees completing this section should be capable of assessing the quantities and species of marine organisms retained on board a fishing vessel at the time of an inspection.

2. General learning objectives

The trainee who completes this section should be able to demonstrate how to assess the quantities and species of any marine organisms retained on board a fishing vessel at the time of an inspection at sea undertaken in the normal operating area of the national fishing authority.

3. Trainee entry requirements

The trainee should be able to identify the species of marine organisms subject to TAC and quota management, and the marine organisms he/she has to assess subject to minimum retention sizes.

4. Trainer requirements

Trainers should preferably have knowledge of the identification of the marine organisms subject to TAC and quota management, the marine organisms he/she has to assess subject to minimum retention sizes, and extensive theoretical knowledge and practical experience regarding the assessment of catches on board fishing vessels. Trainers should also preferably have received guidance on the teaching methods appropriate for this level of training.

5. Course intake

Current advice suggests a maximum ratio of trainees to trainer for this section of 12:1 but this should be reduced where a high proportion of supervised exercises are included in the evaluation. Account should be taken of the requirements and availability of equipment and/or location.

6. Course certificate

Intentionally left blank.

7. Teaching facilities

A room equipped with the necessary audiovisual equipment. A visit to a fishing vessel prior to discharging the catch is recommended. A visit to a fish market or processor is also recommended.

8. Teaching materials and equipment

Ullage tapes, fish measuring boards, shellfish measuring gauges, samples of stowage material, examples of used documents: see full list in Part C2.

9. Section outline and indicative session times

Table 1

Section outline	Classroom hours	Exercise/ evaluation hours
Introduction:	15 minutes	None
Session 1: How to identify marine organism presentation	2 hours	45 minutes
Session 2: How to identify the stowage	2 hours	45 minutes
Session 3: How to assess the live weight by species	3 hours	1½ hours
Session 4: How to assess the minimum retention size	2 hours	1 hour
Subtotal hours	10 hours	4 hours
Total hours	14 hours	

These indicative times exclude any visits to fishing vessels, fish markets or processors.

PART B DETAILED TEACHING SYLLABUS

1. Learning objectives

The learning objective of this section is to ensure that on completion the trainee can assess the quantities and species of any marine organisms retained on board as defined in the core curriculum. This section consists of four sessions, each linked to the relevant chapters of the training handbook:

- Session 1: How to identify marine organism presentation;
- Session 2: How to identify the stowage;
- Session 3: How to assess the live weight by species;
- Session 4: How to assess the minimum retention size.

2. Specific learning objectives

Table 2

Session 1: How to identify marine organism presentation	Handbook reference	Topic No	Exercises/ evaluation
<p>The expected learning outcome is that the trainee can:</p> <ul style="list-style-type: none"> • describe how to identify marine organisms retained as live weight; • explain how to identify the presentation of marine organisms retained on board; • demonstrate how to identify and allow for collective presentation; • explain and understand the use of conversion factors 	Chapter 3.1.1		MCQ

Table 3

Session 2: How to identify the stowage	Handbook reference	Topic No	Exercises/ evaluation
<p>The expected learning outcome is that the trainee can:</p> <ul style="list-style-type: none"> • understand the principle stowage methods used to retain marine organisms on board a fishing vessel: <ul style="list-style-type: none"> — fresh — frozen — BFT caging — refrigerated seawater; • describe the documentation associated with the stowed catch: <ul style="list-style-type: none"> — fish room certificate — stowage plan — ullage tables; • explain how to identify the various stowage methods: <ul style="list-style-type: none"> — fresh <ul style="list-style-type: none"> ■ boxed ■ bins ■ pounds ■ sacks and bags — vivier — frozen <ul style="list-style-type: none"> ■ cartons ■ whole — refrigerated seawater tanks — caged <ul style="list-style-type: none"> ■ transport cage ■ farming cage. 	Chapter 3.1.2	1 2 3	MCQ

Table 4

Session 3: How to assess the live weight by species	Handbook reference	Topic No	Exercises/ evaluation
<p>The expected learning outcome is that the trainee can:</p> <ul style="list-style-type: none"> • describe the principles of ascertaining live weight; <ul style="list-style-type: none"> — stowage factors — broken stowage — production logbook — on board weighing systems — ullage and ullage tapes — BFT transfer declaration — BFT transfer video; • ascertain the processed weight of the retained catch including the application of stowage and broken stowage factors as: <ul style="list-style-type: none"> — fresh <ul style="list-style-type: none"> ■ boxed ■ pounds — frozen <ul style="list-style-type: none"> ■ cartons <ul style="list-style-type: none"> — whole — refrigerated seawater tanks — caged ■ transfer cage ■ farmed cage; • calculate the live weight of catch using conversion factors where appropriate and stowed as: <ul style="list-style-type: none"> — fresh <ul style="list-style-type: none"> ■ boxed ■ pounds — frozen <ul style="list-style-type: none"> ■ cartons ■ whole — refrigerated seawater tanks. 	Chapter 3.1.3	1	Individual exercise
		2	
		3	

Table 5

Session 4: How to assess the minimum retention size	Handbook reference	Topic No	Exercises/ evaluation
<p>The expected learning outcome is that the trainee can:</p> <ul style="list-style-type: none"> • explain the principles of measuring marine organisms; • demonstrate how to measure fish, shellfish and molluscs using the appropriate gauge; • discuss the use of minimum weights of retained species. 	Chapter 3.1.4	1	Group exercise
		2	
		3	

PART C TRAINER GUIDE

1. Introduction

This section is largely classroom based and is divided into four sessions. Each session comprises a number of topics relevant to the session learning objectives as defined in Part B, Table 2.

2. Teaching materials and equipment

- Visits to suitable fishing vessels in port and prior to discharge. Where possible, the vessels should be selected to illustrate catch stowed fresh, frozen and in refrigerated seawater.
- Visit to fish market or processor as part of session to demonstrate measuring procedures.
- Video of fishing vessels working at sea and retaining catch fresh, frozen and in refrigerated seawater tanks.
- Video of bluefin tuna fishing and caging operations.
- Ullage tape.
- Example of ullage tables.
- Pre-prepared worked examples of calculating processed and live weight for fresh, frozen and refrigerated seawater stows.
- Vernier shellfish gauge.
- Fixed shellfish gauge.
- Fish measuring board.
- Copies of appropriate regulations as required.
- Copies of appropriate sections of the handbook.
- Examples of logbook extracts, stowage plan and fish room certificates.

3. Training session guidance

Table 6

Session 1: How to identify marine organism presentation	
Trainer guidance	<p>The purpose of this session is to introduce the trainee to the methodologies required to identify catch retained as live weight. Open the session with a discussion regarding the importance of developing the good practices of observation and awareness of the type and operations of fishing vessels to be inspected and the information that can be gathered in this way.</p> <p>A brief illustrated introduction describing the various fishing methods undertaken in the normal area of operations and the types of presentations employed in these fisheries may be appropriate. Trainers are advised to include demersal, pelagic and shellfish fisheries in the session content as considered appropriate to the normal area of operations.</p>
Additional resources	
Session topics	<p>Topic 1: How to identify marine organisms retained as live weight Teaching notes</p> <ul style="list-style-type: none"> • Explain why marine organisms may be retained as live weight. • Briefly discuss the information recorded in the fishing logbook referring to Section 2.2 of the handbook. • Describe how to inspect and confirm the catch retained as live weight. <p>Topic 2: How to identify the presentation of marine organisms retained on board Teaching notes</p> <ul style="list-style-type: none"> • Explain the reasons for processing marine organisms on board fishing vessels and the use of different presentations. • Discuss how to identify any processing methods used on board the fishing vessel from the information recorded by the master. • Describe how to carry out an inspection of the retained catch and how to confirm the presentation. <p>Topic 3: How to identify collective presentations Teaching notes</p> <ul style="list-style-type: none"> • Describe collective presentation. • Explain why certain species may be subject to collective presentation. • Discuss how to allow for collective presentation when recording the catch live weight. <p>Topic 4: Conversion factors Teaching notes</p> <ul style="list-style-type: none"> • Explain conversion factors and why their use is necessary. • Discuss some of the common conversion factors used in the normal area of operations. • Demonstrate the use of conversion factors using a couple of simple examples appropriate to the normal area of operations.
Evaluation	Multiple choice questionnaire

Table 7

Session 2: How to identify the stowage	
Trainer guidance	<p>The purpose of this session is to introduce the trainee to the methodologies used to identify the stowage of the catch retained on board.</p> <p>Open the session by repeating the previous discussion regarding the importance of developing the good practices of observation and awareness of the type and operations of fishing vessels to be inspected and the information that can be gathered in this way.</p> <p>While the session should include all the stowage methods described in the handbook, the trainer may wish to focus on the stowage methods commonly used in the normal area of operations when developing the course material and when selecting suitable fishing vessels to visit in port.</p>
Additional resources	
Session topics	<p>Topic 1: Principal stowage methods.</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • The objective of this topic is to ensure that the trainee gains an understanding of each of the principle stowage methods found on board most fishing vessels, namely fresh, frozen, refrigerated seawater and caging. • Explain the operational reasons for stowing marine organisms on board as fresh, frozen, in refrigerated seawater and caging. Be guided by the contents of Chapter 3.1.2 of the handbook. • Describe the operating principles of each process. <p>Topic 2: Documentation</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Discuss the identification and use of the: <ul style="list-style-type: none"> — fish room certificate; — stowage plan; — ullage table; — BFT transfer document; — BFT transfer video. <p>Topic 3: How to identify the stowage method</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • The objective of this topic is to ensure the trainee understands how to identify each stowage method and the processes being used within the method including: <ul style="list-style-type: none"> — fresh: <ul style="list-style-type: none"> ■ boxed ■ bins ■ pounds ■ sacks and bags; — vivier: <ul style="list-style-type: none"> ■ deck tanks ■ integrated tanks; — frozen: <ul style="list-style-type: none"> ■ cartons ■ whole; — refrigerated seawater tanks; — caging: <ul style="list-style-type: none"> ■ transport caging ■ farming caging.
Evaluation	Multiple choice questionnaire

Table 8

Session 3: How to assess the live weight by species	
Trainer guidance	<p>This quite lengthy session leads trainees through the different procedures required to assess the live weight of various species and presentations. The initial session topics relate to ascertaining the processed weight; this leads to the final topic, calculation of live weight.</p> <p>Trainers should develop a range of practical worked examples similar to those included in the handbook to illustrate all the required processes.</p> <p>The evaluation should consist of a number of set examples forming individual exercises for completion by trainees.</p>
Additional resources	
Session topics	<p>Topic 1: Principles Teaching notes</p> <ul style="list-style-type: none"> • The objective of this topic is to ensure that trainees understand the various tools required in order to ascertain the processed volume and live weight of the retained catch. Trainers should therefore lead the trainees through each of the following: <ul style="list-style-type: none"> — conversion factors (see Session 1, Topic 4); — stowage factors; — broken stowage; — production logbook; — on-board weighing systems; — ullage tables (see Session 2, Topic 2); — ullage and ullage tapes. <p>Topic 2: Ascertaining the processed volume Teaching notes</p> <ul style="list-style-type: none"> • Using prepared worked examples, trainers should now explain and demonstrate the various processes required to ascertain the processed volume of: <ul style="list-style-type: none"> — catch stowed fresh; <ul style="list-style-type: none"> ■ boxed ■ pounds; — catch stowed frozen; <ul style="list-style-type: none"> ■ cartons ■ whole; — catch stowed in refrigerated seawater tanks; — catch stowed in: <ul style="list-style-type: none"> ■ transfer cages ■ farming cages. <p>Topic 3: Calculating the live weight Teaching notes</p> <ul style="list-style-type: none"> • Using prepared worked examples, trainers should now explain and demonstrate how to calculate the live weight from the processed weight of: <ul style="list-style-type: none"> — catch stowed fresh including boxed, pounds and vivier tanks; — catch stowed frozen; — catch stowed in refrigerated seawater tanks; — catch stowed in cages.
Evaluation	Individual

Table 9

Session 4: How to assess the minimum retention size	
Trainer guidance	<p>This session is best conducted as a 'hands on' session. Trainers should use models of fish, shellfish and molluscs along with the appropriate measuring gauges to demonstrate how to measure the catch. Trainees should be encouraged to adopt a proactive approach for this session.</p> <p>The session should then concentrate on the procedures to be adopted when measuring catch on board during inspections at sea, emphasising the difficulties often encountered in doing so and the actions to be taken when inspectors are unable to verify the size of the retained catch during the inspection at sea.</p> <p>If possible this session should include a visit to a fishing vessel in port or a fish market or processor where trainees should have the opportunity of measuring actual marine organisms.</p>
Additional resources	
Session topics	<p>Topic 1: Measuring marine organisms</p> <p>Teaching notes</p> <p>Trainers should commence this session with a demonstration of the correct use of each measuring device:</p> <ul style="list-style-type: none"> • checking the measuring device before use; • use of the fish measuring board; • use of the vernier gauge; • use of the fixed gauge; • measuring large fish with a measuring tape. <p>Topic 2: Measuring catch during an inspection at sea</p> <p>Teaching notes</p> <p>The objective of this topic is to present the methodologies to be used when inspecting retained catch for compliance with the legal minimum retain sizes, including:</p> <ul style="list-style-type: none"> • initial overall inspection of the catch, including catch from the last haul; • selection of catch to sample: <ul style="list-style-type: none"> — fresh fish — frozen fish — shellfish and molluscs; • measuring the sample and recording the results. <p>Topic 3: Minimum weights</p> <p>Teaching notes</p> <p>Trainers should conclude this session with a discussion regarding the use of minimum weights in the control of retention sizes in some fisheries, particularly some pelagic fisheries and highly migratory stocks. Trainers should place a level of emphasis on this topic appropriate to the normal area of operations, including:</p> <ul style="list-style-type: none"> • minimum weights of individual fish; • minimum weight of aggregated fish.
Evaluation	Group exercise

PART D EVALUATION

1. Evaluation — General

Each session concludes with the trainee evaluation and a group discussion on the evaluation outcomes. The trainee may be evaluated on three levels:

- the trainee's score in a multiple choice questionnaire (MCQ);
- the trainee's understanding of the session topics and the level of contribution observed during the group exercises;
- the trainee's score in the individual exercise.

In this session, the evaluation process consists of two MCQs, one group exercise and one individual exercise.

2. Multiple choice questionnaire evaluation

Each MCQ should consist of a number of questions relevant to the topics covered in the session. Each question should ideally have four possible answers, only one of which is correct. All trainees should complete an MCQ individually. Points should be allocated for each correct answer.

When marking MCQ evaluations, the trainer should explore incorrect answers with the trainee to identify the deductions made by the trainee in coming to their conclusion. The trainer should consider whether there is logic to the trainee's answer and reflect this in the overall score or, alternatively, whether the training provided on the particular issue should be reviewed. Importantly, the trainer should ensure that the trainee is fully aware of the correct response before concluding the session. It should be noted however that incorrect answers may in part be an outcome of the wording of the question.

Table 10

SESSION 1 — How to identify marine organism presentation EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: The live weight of a marine organism is considered to be the weight:			
(a) At the time of capture			
(b) After undergoing any processing			
(c) At the time of landing the catch			
(d) Carried out of the time of an inspection			
Question 2: Presentation is:			
(a) The colour of the marine organism at the time of capture			
(b) A description of the type of processing the marine organism is subject to			
(c) The method of recording the catch in the logbook			
(d) The method used to store the marine organism in the fish hold			
Question 3: Collective presentation occurs when:			
(a) Groups of different marine products presented together			
(b) A single species is processed in different ways and presented together			
(c) Different parts of a single species are retained after processing but presented separately			
(d) The same parts of different species are retained after processing and presented together			
Question 4: Conversion factors are used to:			
(a) Calculate the live weight equivalent of processed weight			
(b) Calculate the weight of discarded parts of processed species			
(c) Convert processed weight to presentation			
(d) Calculate the volume boxed and iced fish			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (not for distribution)

Question number	Correct answer
1	a
2	b
3	c
4	a

Table 11

SESSION 2 — How to identify the stowage EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: Ullage tables are used to:			
(a) Calculate the empty space in a tank			
(b) Calculate the volume of the contents of a tank			
(c) Calculate the weight of catch in a tank			
(d) Measure the depth of a tank			
Question 2: A fish room certificate should be carried by:			
(a) Any fishing vessel of 12 m overall length and over			
(b) Any fishing vessel with catch retained on board			
(c) Any fishing vessel of 17 m overall length and over			
(d) Fishing vessels with freezer holds			
Question 3: A stowage plan is required to be carried by:			
(a) Any fishing vessel of 17 m overall length and over			
(b) Any fishing vessel with catch on board			
(c) Any fishing vessel of 12 m over overall length and over fishing for species subject to a multiannual recovery plan			
(d) Any fishing vessel not using a fishing logbook			
Question 4: A freezer trawler may use refrigerated seawater tanks to:			
(a) Stow fish for landing as fresh fish			
(b) Hold newly caught fish prior to freezing on board			
(c) Separate out different species			
(d) Grade sizes of same species			
Question 5: A BFT transfer declaration should be completed by:			
(a) The master of the tug			
(b) The competent authority of the flag member state			
(c) The master of the catching vessel			
(d) The manager of the farm cage			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (Not for distribution)

Question number	Correct answer
1	b
2	c
3	c
4	b
5	c

3. Group exercise evaluation

Table 12

SESSION 3 — How to assess the live weight by species GROUP EVALUATION EXERCISE
Group number:
Group members:
Training reference number:
Date:
<p>Group exercise: This exercise requires the trainees to work in groups in order to cover the subject matter effectively. However evaluation should still be on an individual basis, with trainers observing the performance of each individual as a contributor to the group.</p> <p>Exercise objectives: The objectives of the exercise are to show that the trainee can:</p> <ul style="list-style-type: none"> • explain the processes involved in measuring the size of fish, shellfish and molluscs; • demonstrate the use of the various equipment used to measure fish, shellfish and molluscs, including weighing individual fish if required; • describe how to inspect the retained catch, identify those parts of the catch worthy of measurement and describe how to record the results. <p>Exercise content: Set out the classroom into three workstations; lay measuring gauges and marine organism models out at each workstation so that one workstation covers fish, one covers shellfish and molluscs and one covers large fish, selection of catch and recording results. Ideally there should be a trainer at each workstation. The groups should rotate round each workstation in turn and should complete a series of exercises to demonstrate their understanding of the topics.</p> <p>Evaluation criteria: The evaluation of this exercise should be based on performance and method criteria, whether the exercise is completed within the allocated time and any other criteria to the satisfaction of the trainer.</p>
Trainer's notes:

4. Individual exercise evaluation

Table 13

SESSION 3 — How to assess the live weight by species INDIVIDUAL EVALUATION EXERCISE
Trainee name:
Training reference number:
Date:
<p>Exercise: This exercise is set as an individual exercise in order to allow individuals to be properly evaluated in the subject. This exercise consists of four questions to be answered by the trainee. The trainee should answer the questions on a separate piece of paper, showing the methodology used as well as the calculations. A maximum of 40 minutes should be allowed for completion of the paper.</p> <p>Exercise objectives: The objectives of the exercise are to demonstrate that the trainee:</p> <ul style="list-style-type: none"> • understands the principles involved in calculating live weight; • can assess the processed weight of catch retained as fresh, frozen and in refrigerated seawater; • can calculate the live weight of catch retained as fresh, frozen and in refrigerated seawater.

**SESSION 3 — How to assess the live weight by species
INDIVIDUAL EVALUATION EXERCISE**
Exercise content:**Question 1:**

A vessel targeting swordfish has retained catch stowed in pounds on ice. The swordfish is processed, gutted and has its head cut off. The fish are stowed in three pounds and each pound is full. Pound 1 measures 2.5 m × 2.2 m × 1.8 m.
Pound 2 measures 2.3 m × 1.8 m × 1.6 m.
Pound 3 measures 1.8 m × 1.6 m × 1.4m.
Using a stowage factor of 0.35 and a conversion factor of 1.31, calculate the live weight of the swordfish in kilos.

Question 2:

A vessel targeting whitefish has 410 boxes of cod in the refrigerated hold. Each box contains an average of 41.5 kg of gutted cod. Using a conversion factor of 1.17, calculate the live weight of the cod in kilos.

Question 3:

A freezer vessel targeting Greenland halibut has three freezer holds. The fish is stowed gutted in 30 kg cartons.
Hold 1 is empty.
Hold 2 is full.
Hold 3 has an unfilled volume of 120 m³.
The fish room certificate contains the following information:
Hold 1 volume is 450 m³.
Hold 2 volume is 355 m³.
Hold 3 volume is 265 m³.
Using a stowage factor of 0.55, a broken stow allowance of 5 % and a conversion factor of 1.08, calculate the live weight of the green halibut in kilos.

Question 4:

A pelagic refrigerated seawater vessel is targeting herring. Inspection confirms that only two tanks contain fish, namely the forward centre tank and the aft port tank. The ullage of the forward centre tank is 0.5 m and the ullage of port aft tank is 0.2 m. Using the ullage table and a stowage factor of 0.86, calculate the live weight of herring on board in kilos.

ULLAGE									
METRES	Measure from hatch coaming top forward end								
	AFT TANKS			FORWARD CENTRE TANKS			FORWARD TANKS		
	PORT	CENTRE	STBD	PORT	CENTRE	STBD	PORT	CENTRE	STBD
0.00	200.25	227.24	200.25	131.07	157.08	131.59	140.99	249.32	140.69
0.10	200.25	227.34	200.25	131.07	157.08	131.59	140.76	249.32	140.49
0.20	199.97	227.34	199.77	131.07	157.08	131.59	140.45	248.80	140.14
0.30	199.72	226.88	199.36	130.83	156.89	131.31	140.10	248.46	139.88
0.40	198.58	226.30	198.38	130.59	156.65	130.96	139.74	248.07	139.55
0.50	196.61	224.68	196.64	130.23	156.29	130.54	139.31	247.41	139.13

Evaluation criteria:

The evaluation of this exercise should be based on performance and method criteria, the exercise being completed within the allocated time and to the satisfaction of the trainer.

Trainer's notes:**Correct answers (Not for distribution)**

Question number	Correct answer
1	9 425 kg
2	19 907 kg
3	282 000 kg
4	306 038 kg

Module 3	Inspect conformity of catch on board
Section 3.2	Check the conformity of the catch on board

Section 3.2 Check the conformity of the catch on board

Coverage: Regions 2 and 3, Baltic Sea, Mediterranean and Black Sea

PART A SECTION FRAMEWORK

1. Scope

This section is one of a number of sections which, taken collectively, are intended to provide fisheries inspectors with the necessary information and skills required to undertake inspections of fishing vessels at sea. Trainees completing this section should be capable of checking the conformity of the catch retained on board the fishing vessel at the time of the inspection.

2. General learning objectives

The trainee who completes this section should be able to demonstrate how to check the conformity of any marine organisms retained on board a fishing vessel at the time of an inspection at sea undertaken in the normal operating area of the national fishing authority.

3. Trainee entry requirements

The trainee should be able to identify the species of marine organisms commonly found in the normal operating area and be familiar with the use of the fishing logbook and the vessel monitoring system.

4. Trainer requirements

Trainers should preferably have knowledge of the identification of the marine organisms found in the normal operating area and have extensive theoretical knowledge and practical experience regarding checking the conformity of catches on board fishing vessels. Trainers should also preferably have received guidance on the teaching methods appropriate for this level of training.

5. Course intake

Current advice suggests a maximum ratio of trainees to trainer for this section of 12:1 but this should be reduced where a high proportion of supervised exercises are included in the evaluation. Account should be taken of the requirements and availability of equipment and/or location.

6. Course certificate

Intentionally left blank.

7. Teaching facilities

A room equipped with the necessary audiovisual equipment. A visit to a fishing vessel prior to discharging the catch is recommended.

8. Teaching materials and equipment

Prepared examples of catch composition calculations, pens, paper and calculators, examples of labels: see full list in Part C2.

9. Section outline and indicative session times

Table 1

Section outline	Classroom hours	Exercise/evaluation hours
Introduction	15 minutes	None
Session 1: Compare assessed quantities retained on board with the information recorded by the master.	3 hours 30 minutes	1 hour
Session 2: Check stowage requirements	1 hour 30 minutes	30 minutes
Session 3: Check presentation labelling	1 hour	30 minutes
Session 4: Check fishing opportunities	2 hours	30 minutes
Session 5: SCIP requirements	3 hours	30 minutes
Subtotal hours	11 hours 15 minutes	3 hours
Total hours	14 hours 15 minutes	

These indicative times exclude any visits to fishing vessels in port.

Module 3	Inspect conformity of catch on board
Section 3.2	Check the conformity of the catch on board

PART B DETAILED TEACHING SYLLABUS

1. Learning objective

The learning objective is to ensure that on completion of the section the trainee can check the conformity of the catch on board as defined in the core curriculum. This section consists of five sessions, each linked to the relevant chapters of the training handbook:

- Session 1: Compare assessed quantities retained on board with the information recorded by the master
- Session 2: Check stowage requirements
- Session 3: Check presentation labelling
- Session 4: Check fishing opportunities
- Session 5: SCIP requirements

2. Specific learning objectives

Table 2

Session 1: Compare assessed quantities and species retained on board with the information recorded by the master	Handbook reference	Topic no	Exercises/ evaluation
The expected learning outcome is that the trainee can: <ul style="list-style-type: none"> • explain target species; • explain margin of tolerance; • demonstrate how to check catch composition; • demonstrate how to identify catch retained on board; • explain how to identify gear used; • describe how to identify what catch is apportioned to what gear; • describe how to identify permitted catch compositions; • calculate actual catch composition. 	Chapter 3.2.1	1 2 3 4 5 6 7 8	Individual exercise

Table 3

Session 2: Check stowage requirements	Handbook reference	Topic no	Exercises/ evaluation
The expected learning outcome is that the trainee can: <ul style="list-style-type: none"> • explain separate stowage; • describe the stowage plan; • describe how to confirm separate stowage conformity. 	Chapter 3.2.2	1 2 3	MCQ

Table 4

Session 3: Check presentation labelling	Handbook reference	Topic no	Exercises/ evaluation
The expected learning outcome is that the trainee can: <ul style="list-style-type: none"> • describe presentation, collective presentation and product presentation; • explain fishing authorisation and how to check catch retained on board with the authorisation; • define factory vessels and freezer vessels and list of approved establishments; • explain traceability, specifically the labelling requirements for species subject to a multiannual recovery plan. 	Chapter 3.2.3	1 2 3 4	MCQ

Table 5

Session 4: Check fishing opportunities	Handbook reference	Topic no	Exercises/ evaluation
<p>The expected learning outcome is that the trainee can:</p> <ul style="list-style-type: none"> • explain: <ul style="list-style-type: none"> — EEZs — EU waters — territorial seas — conservation zones — fishery protection zone — marine protected areas — closed seasons — real time closures; • explain how to check access rights including accessing Member States websites; • demonstrate how to identify the track and activity of a fishing vessel during a voyage; • describe how to cross-check position and activity data with access rights. 	Chapter 3.2.4	1	MCQ
		2	
		3	
		4	

Table 6

Session 5: SCIP requirements	Handbook reference	Topic no	Exercises/ evaluation
<p>The expected learning outcome is that the trainee can:</p> <ul style="list-style-type: none"> • describe long-term or multiannual recovery plans; • describe SCIPs; • explain how multiannual recovery plans and SCIPs interrelate with regard to: <ul style="list-style-type: none"> — long-term plan for cod stocks; — recovery of northern hake; — multiannual plan for sole in the western Channel; — multiannual plan for plaice and sole in the North Sea; — multiannual plan for herring to the west of Scotland; — pelagic SCIP; — recovery of southern hake and Norway lobster in the Cantabrian Sea and the western Iberian peninsula; — multiannual plan for sole in the Bay of Biscay; — multiannual plan for cod and salmon stocks in the Baltic Sea; — recovery plan for bluefin tuna in the eastern Atlantic and Mediterranean Sea; — technical measures for highly migratory species; — deep sea stocks; • explain how SCIP and multiannual recovery plan inspection criteria should be integrated into the inspection at sea. 	Chapter 3.2.5	1	MCQ
		2	
		3	
		4	

PART C TRAINER GUIDE

1. Introduction

This section is classroom based and is divided into five sessions. Each session comprises a number of topics relevant to the session learning objectives as defined in Part B, Table 2.

2. Teaching materials and equipment

The following materials and equipment are required:

- IT and projection equipment suitable for displaying worked examples to the group;
- pre-prepared worked examples of margin of tolerance and catch composition methodology and calculations;
- examples of stowage plans;
- examples of labels and tags;
- copies of appropriate regulations and annexes as required;
- copies of appropriate sections of the handbook;
- paper, pens and calculators for the evaluations.

In addition, a visit to a suitable fishing vessel in port and prior to discharge to demonstrate the practicalities of separate stowage and catch compositions checks is recommended.

3. Training session guidance

Table 7

Session 1: Compare assessed quantities and species retained on board with the information recorded by the master	
Trainer guidance	Trainers should be aware of the potential complexities surrounding catch composition with the further complication of different measures and practices being required by the regulations covering the individual regions. Trainers should develop course content and training materials appropriate to the anticipated normal area of operations of the trainees. Worked examples will enhance the presentation of this session and trainers will need to allow time prior to the session to prepare a number of such examples. Many of the topics are closely related and trainers may find it beneficial to combine certain topics during the session depending on the background and experience of the trainees.
Additional resources	IT projections of catch composition tables and worked examples of catch composition calculations.
Session topics	<p>Topic 1: Target species and by-catches Teaching notes It's important that trainees have a clear understanding of target species and by-catches.</p> <ul style="list-style-type: none"> • Explain the concept of target species • Explain the concept of by-catch. • Describe how to identify target species. <p>Topic 2: Margin of tolerance Teaching notes Although not a particularly complicated subject, it is important to ensure trainees fully grasp what margin of tolerance is about and they are quite clear on how the margin should be calculated.</p> <ul style="list-style-type: none"> • Explain the concept of margin of tolerance and why it is allowed for in the regulations. • Using a number of prepared examples, demonstrate how to calculate the margin of tolerance. • Conclude with a discussion regarding the practical difficulties in ascertaining an accurate live weight of the retained catch at sea and how this may only be possible by weighing or measuring the catch at the time of landing or transhipping. <p>Topic 3: Check catch composition Teaching notes Trainers should take time to explain target species and the importance of catch composition.</p> <ul style="list-style-type: none"> • Explain the concept of catch composition. • Describe how to identify the area of fishing operations and the target species. • Discuss how to identify the mesh ranges or gear/hook size used during the fishing voyage. • Explain the practical difficulties that can arise when vessels have fished in different areas with different gears during the same voyage. <p>Topic 4: Identify catch retained on board Teaching notes This need only be a brief session explaining the importance of checking the catch recorded in the logbook with the catch retained on board as ascertained during the hold inspection.</p> <ul style="list-style-type: none"> • Identify the catch retained on board as recorded in the fishing logbook. • Compare with the catch assessment as recorded in the inspection report.

Session 1: Compare assessed quantities and species retained on board with the information recorded by the master

	<p>Topic 5: Identify gear used</p> <p>Teaching notes</p> <ul style="list-style-type: none"> • Describe how to identify the gear used and the mesh range or gear size as recorded in the logbook. • Explain the circumstances in which two mesh ranges may be used during one fishing voyage and how these should be recorded in the fishing logbook. • Discuss situations where other gear is carried on board and apparently lashed and stowed correctly and how to ascertain if this gear has actually been in use recently. • Explain the importance of checking for indications of the carriage or use of prohibited gear on board during inspections at sea. <p>Topic 6: Identify what catch is apportioned to what gear</p> <p>Teaching notes</p> <p>This topic is very closely related to Topic 4. While avoiding being overly negative, the trainer should:</p> <ul style="list-style-type: none"> • explain the practical difficulties in ascertaining what catch is apportioned to what gear; • highlight the benefits in attempting to do so despite these difficulties; • present some practical advice and examples of measures that can be taken to apportion catch to particular gear. <p>Topic 7: Identify permitted catch compositions</p> <p>Teaching notes</p> <p>This is an important topic for trainees to fully grasp and understand and trainers should discuss the layout of the various tables and their use using previously prepared examples. Using projected images, trainers should allow sufficient time to:</p> <ul style="list-style-type: none"> • display and discuss the various catch combination annexes; • explain the tables for towed gears and fixed gears for each region. <p>While it is important that all the tables are presented, detailed discussion may centre around the tables most appropriate for the normal area of operations.</p> <p>Topic 8: Calculate actual catch composition</p> <p>Teaching notes</p> <p>This is another important topic for trainees to fully understand. Using prepared examples, trainers should:</p> <ul style="list-style-type: none"> • demonstrate how to calculate the actual catch composition using the information gathered during the inspection; • explain how to compare the calculated catch composition with the permitted catch composition as dictated in the appropriate regulation for the region concerned; • describe how to repeat the process where different mesh ranges or fishing gear types have been used during the same voyage.
Evaluation	Individual exercise: the trainer should develop an exercise evaluation relevant to the normal area of operations and the session content and topics while following the style and structure used in the example exercise.

Table 8

Session 2: Check stowage requirements	
Trainer guidance	This session is intended to guide the trainee through the subject of separate stowage for species subject to a multiannual recovery plan. This session is enhanced by a visit to a suitable fishing vessel in port and prior to landing with multiannual species retained in the catch to demonstrate the practicalities of separate stowage.
Additional resources	Visit to a fishing vessel in port. Examples of stowage plans
Session topics	<p>Topic 1: Separate stowage Teaching notes Trainers should:</p> <ul style="list-style-type: none"> • discuss the regulatory requirement for separate stowage; • explain the rationale behind separate stowage. <p>Topic 2: The stowage plan Teaching notes Trainers should:</p> <ul style="list-style-type: none"> • explain the purpose of the stowage plan; • highlight the lack of a standard EU stowage plan; • use prepared examples to illustrate acceptable forms of a stowage plan including the required criteria. <p>Topic 3: How to confirm separate stowage conformity. Teaching notes The trainers should:</p> <ul style="list-style-type: none"> • explain how to identify the presence of species requiring separate stowage from the logbook and the physical catch assessment; • demonstrate the use of the stowage plan to verify the location of these species in the hold, including checking other areas in case they are not correctly recorded; • explain the importance of checking for mixed species stowed together in boxes, bins, pounds or holds; • discuss the practical difficulties smaller vessels may face in achieving the necessary separation; • also discuss the opposite scenario with larger vessels where access to a full hold may be limited and separate stowage compliance can only be checked at the time of landing.
Evaluation	Multiple choice questionnaire. The trainer should develop a questionnaire relevant to the normal area of operations and the session content and topics while following the style and structure used in the example evaluation.

Table 9

Session 3: Check presentation labelling	
Trainer guidance	Trainers should open this session with a description of the various definitions of presentations and processing and touching briefly on fishing authorisations and how this should be checked to confirm entitlement to retain species. Trainers should then lead the group through the legal basis of traceability, explaining the concept of tracking the product from the catching to the consuming. Thereafter the session concentrates on the specifics of labels. In a sense this session is future proofing the inspection process as the traceability rules have an increasing impact from January 2013 onwards.
Additional resources	
Session topics	<p>Topic 1: Presentation and processing Teaching notes Trainers should:</p> <ul style="list-style-type: none"> • describe presentation, collective presentation and product presentation. <p>Topic 2: Fishing authorisation Teaching notes Trainers should:</p> <ul style="list-style-type: none"> • explain fishing authorisation; • describe how to check catch retained on board with the authorisation. <p>Topic 3: List of approved establishments Teaching notes Trainers should:</p> <ul style="list-style-type: none"> • define factory vessels and freezer vessels and list of approved establishments; • explain how to access this information from Members States websites. <p>Topic 4: Traceability Teaching notes Trainers should:</p> <ul style="list-style-type: none"> • explain the background and principles of traceability; • describe how the traceability rules impact fisheries management and control; • describe the concept of the 'lot'; • explain the labelling requirement for species subject to a multiannual plan; • describe the information to be recorded on the label; • describe how to check conformity with the labelling requirements.
Evaluation	Multiple choice questionnaire. The trainer should develop a questionnaire relevant to the normal area of operations and the session content and topics while following the style and structure used in the example evaluation.

Table 10

Session 4: Check fishing opportunities	
Trainer guidance	Trainers should present this session with the aid of projected images and handouts to illustrate the various waters and zones listed under Topic 1. Thereafter the trainer may wish to focus on where to find the information on access and restrictions/closures, particularly in the normal area of operation. Topic 3 requires a demonstration of the methodology from the trainer.
Additional resources	
Session topics	<p>Topic 1: Concepts and definitions</p> <p>Teaching notes</p> <p>Trainers should lead the group through each of the following definitions ensuring that the trainees fully understand the concept and legal standing, including the right of free passage and their impact on fisheries management and control:</p> <ul style="list-style-type: none"> • EEZ; • EU waters; • EU fishing zone; • territorial seas; • conservation zones; • fishery zones; • marine protected areas; • closed seasons. <p>Topic 2: How to identify access rights and restricted areas</p> <p>Teaching notes</p> <p>Trainers should:</p> <ul style="list-style-type: none"> • explain how to identify access rights and restricted areas from the regulations; • discuss the information regarding access rights and restricted areas contained in the websites of Member States and how to access these websites. <p>Topic 3: How to confirm conformity with access rights and restricted access</p> <p>Teaching notes.</p> <p>Trainers should:</p> <ul style="list-style-type: none"> • demonstrate how to cross-check logbook data with VMS data to identify where vessels may have been fishing in contradiction to the regulations; • include references to other sources of surveillance data, for example surveillance aircraft sightings, AIS, patrol vessel sightings; • emphasise the need to prove the vessel has been fishing and not simply on free passage through the area.
Evaluation	Multiple choice questionnaire. The trainer should develop a questionnaire relevant to the normal area of operations and the session content and topics while following the style and structure used in the example evaluation.

Table 11

Session 5: SCIP requirements	
Trainer guidance	The purpose of this session is to introduce the trainee to multiannual recovery plans, specific control and inspection plans and the inter-relations between these two processes.
Additional resources	
Session topics	<p>Topic 1: Long-term or multiannual recovery plans Teaching notes Trainers should:</p> <ul style="list-style-type: none"> • explain the purpose and scope of multiannual recovery plans. <p>Topic 2: SCIPs Teaching notes Trainers should:</p> <ul style="list-style-type: none"> • explain the scope and purpose of SCIPs; • identify when SCIP requirements are applicable; • discuss how a SCIP sets specific actions required to be undertaken during inspections at sea; • explain what these actions consist of. <p>Topic 3: How multiannual recovery plans and SCIPs interrelate Teaching notes The specifics of individual recovery plans and SCIPs should be discussed. Trainers may wish to focus on those plans and SCIPs associated with the normal area of operations. Trainers should discuss each plan and SCIP, emphasising the links between:</p> <ul style="list-style-type: none"> • long-term plan for cod stocks; • recovery of northern hake; • multiannual plan for sole in the western Channel; • multiannual plan for plaice and sole in the North Sea; • multiannual plan for herring to the west of Scotland; • pelagic SCIP; • recovery of southern hake and Norway lobster in the Cantabrian Sea and the western Iberian peninsula; • multiannual plan for sole in the Bay of Biscay; • multiannual plan for cod and salmon stocks in the Baltic Sea; • recovery plan for bluefin tuna in the eastern Atlantic and Mediterranean Sea; • technical measures for highly migratory species; • deep sea stocks. <p>Topic 4: How SCIPs and multiannual recovery plan inspection criteria should be integrated into the inspection at sea Teaching notes Trainers:</p> <ul style="list-style-type: none"> • should use a practical example of an inspection at sea to illustrate how SCIP requirements should be incorporated into inspections at sea; • may, if they wish, focus on requirements for inspections at sea and procedures used in the normal operating area.
Evaluation	Multiple choice questionnaire. The trainer should develop a questionnaire relevant to the normal area of operations and the session content and topics while following the style and structure used in the example evaluation.

PART D EVALUATION

1. Evaluation — General

Each session concludes with the trainee evaluation and a group discussion on the evaluation outcomes. The trainee may be evaluated on three levels:

- the trainee's score in a multiple choice questionnaire (MCQ);
- the trainee's understanding of the session topics and the level of contribution observed during the group exercises;
- the trainee's score in the individual exercise.

In this session, the evaluation process consists of two MCQs, one group exercise and one individual exercise.

2. Multiple choice questionnaire evaluation

Each MCQ should consist of a number of questions relevant to the topics covered in the session. Each question should ideally have four possible answers, only one of which is correct. All trainees should complete an MCQ individually. Points should be allocated for each correct answer.

When marking MCQ evaluations, the trainer should explore incorrect answers with the trainee to identify the deductions made by the trainee in coming to their conclusion. The trainer should consider whether there is logic to the trainee's answer and reflect this in the overall score or, alternatively, whether the training provided on the particular issue should be reviewed. Importantly, the trainer should ensure that the trainee is fully aware of the correct response before concluding the session. It should be noted however that incorrect answers may in part be an outcome of the wording of the question.

Table 12

SESSION 1 — Compare assessed quantities and species retained on board with the information recorded by the master INDIVIDUAL EVALUATION EXERCISE				
Trainee name:				
Training reference number:				
Date:				
Exercise: This example exercise is set as an individual exercise in order to allow individuals to be properly evaluated in the subject. Trainers will wish to develop an individual exercise tailored to the content of the session and considering the normal area of operations. This exercise consists of four questions to be answered by the trainee. The trainee should answer the questions on a separate paper showing the methodology used as well as the calculations. A maximum of 40 minutes should be allowed for completion of the paper.				
Exercise objectives: The objectives of the exercise are to demonstrate that the trainee: <ul style="list-style-type: none"> • understands margin of tolerance; • can identify the catch composition; • can calculate the catch composition. 				
Exercise content:				
Question 1 The table below lists the recorded weight and the assessed weight by species of the catch on board at the time of an inspection at sea. Calculate the permitted margin of tolerance and identify those species where the assessed catch exceeds the permitted tolerance.				
Species	Logbook weight	Tolerance	Assessed weight	OK? Yes/No
Cod (<i>Gadus morhua</i>)	2 500 kg		2 700 kg	
Haddock (<i>Melanogrammus aeglefinus</i>)	1 270 kg		1 450 kg	
Saithe (<i>Pollachius virens</i>)	5 550 kg		6 100 kg	
Hake (<i>Merluccius merluccius</i>)	750 kg		650 kg	
Question 2 A demersal trawler operating in Region 2 using nets of 85 mm has the following catch recorded in the fishing logbook when inspected at sea:				
Species	Recorded in fishing logbook			
Norway lobster (<i>Nephrops norvegicus</i>)	1 250 kg			
Cod (<i>Gadus morhua</i>)	1 200 kg			
Haddock (<i>Melanogrammus aeglefinus</i>)	2 500 kg			
Whiting (<i>Merlangius merlangus</i>)	1 200 kg			
The assessment of the catch confirms the recorded weights and species. The mesh size of the nets in use is confirmed by inspection and there are no other nets on board. <ol style="list-style-type: none"> Calculate the permitted margin of tolerance for each species. Calculate the catch composition. Identify whether the catch composition meets the regulatory requirements. 				
Evaluation criteria: The evaluation of this exercise should be based on performance and method criteria, the exercise being completed within the allocated time and to the satisfaction of the trainer. Trainees should refer to the appropriate regulations in the answer.				
Trainer's notes:				

Question 1 answers

Species	Tolerance	Within tolerance?
Norway lobster	250 kg	Yes
Cod	127 kg	No
Haddock	555 kg	Yes
Whiting	75 kg	No

Question 2a answers

Species	Tolerance
Norway lobster	125 kg
Cod	120 kg
Haddock	250 kg
Whiting	120 kg

Question 2b answers

Species	% of catch
Norway lobster	20.3 %
Cod	19.5 %
Haddock	40.7 %
Whiting	19.5 %

Question 2c answers

Species	% OK?
Norway lobster	No
Cod	No
Haddock	Yes
Whiting	Yes

Table 13

SESSION 2 — Check stowage requirements EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: Separate stowage is intended to:			
(a) Avoid cross-contamination of species in the fish hold			
(b) Prevent mixed stowage of fish caught in different fishing areas			
(c) Ensure fish carried over from the previous voyage are separate from the catch from the current voyage			
(d) Separate species subject to a multiannual plan from other species in the catch to ensure they can be checked during inspections at sea			
Question 2: A stowage plan is required to be carried on:			
(a) All fishing vessels over 12 m in length			
(b) Any fishing vessel with species subject to a multiannual plan in the retained catch			
(c) Any fishing vessel not required to maintain a fishing logbook			
(d) A fishing vessel required to carry a fish room certificate			
Question 3: A stowage plan is required to show:			
(a) The layout of all the fish holds			
(b) The location of all species retained on board			
(c) The position in the hold of any species subject to a multiannual plan			
(d) The stowed position of the fishing nets carried on board the fishing vessel			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (Not for distribution)

Question number	Correct answer
1	d
2	b
3	c

Table 14

SESSION 3 — Check presentation labelling EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: Collective presentation describes:			
(a) A presentation consisting of two or more parts of the same fish			
(b) A presentation consisting of a single species of fish stowed together			
(c) A presentation consisting of two or more species of fish stowed together			
(d) A presentation consisting of quota and non-quota species of fish stowed together			
Question 2: A list of approved establishments contains:			
(a) Names of all fishing vessels with fishing authorisations			
(b) Names of factory and freezer vessels			
(c) Names of approved landing facilities			
(d) Names of national inspection authorities			
Question 3: The primary purpose of the traceability process is to:			
(a) Provide information on the source and custody of the fish or fish product from the catcher or producer to the consumer			
(b) Identify the name of the master of the catching vessel for inspectors			
(c) Identify the species of fish to the consumer			
(d) identify the area of capture for the processor			
Question 4: Labels should be attached to:			
(a) All fish species in the catch			
(b) All species in the catch subject to a multiannual plan			
(c) All catch from the Mediterranean and Black seas			
(d) Any species stowed singly in the fish hold			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (Not for distribution)

Question number	Correct answer
1	a
2	a
3	a
4	b

Table 15

SESSION 4 – Check fishing opportunities EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: An exclusive economic zone may be established by:			
(a) UNCLOS			
(b) The country adjacent to the waters in question			
(c) The Commission			
(d) The Council			
Question 2: Community waters consist of:			
(a) Waters lying within the sovereignty or jurisdiction of the Member States			
(b) Waters lying within the territorial waters of the Member States			
(c) Waters lying within the marine protected areas			
(d) All waters included within ICES areas			
Question 3: Community fishing vessels have:			
(a) Unconditional access to the territorial waters of all Member States for fishing operations			
(b) No rights of access to the territorial waters of all Member States for fishing operations			
(c) Conditional access to the territorial waters of another Member State based on traditional fishing practices			
(d) Unconditional access to the ports and harbours of another Member State			
Question 4: As an example, a marine protected area may be declared in circumstances where:			
(a) There is a high proportion of juvenile fish in the area			
(b) There is a high proportion of species subject to a multiannual plan in the area			
(c) Mineral or oil extraction is taking place			
(d) Rare cold water corals are liable to damage and require protection			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (Not for distribution)

Question number	Correct answer
1	b
2	c
3	c
4	d

Table 16

SESSION 5 — SCIP requirements EVALUATION MCQ			
Trainee name:			
Training reference number:			
Date:			
Question 1: A multiannual recovery plan is intended to:			
(a) Assist fishing fleets to remain viable			
(b) Provide fisheries managers with additional stock assessment criteria			
(c) Help individual species reach and maintain a viable stock biomass			
(d) Provide fisheries inspectors with inspection benchmarks			
Question 2: A SCIP is established by:			
(a) The Commission			
(b) The Council			
(c) The Member State			
(d) The producer organisation			
Question 3: A SCIP relates to:			
(a) TACs and quotas			
(b) A multiannual recovery plan			
(c) The quota for an individual species retained on board			
(d) High grading			
Question 4: An inspection at sea carried out under a SCIP requires the inspector to:			
(a) Verify the quantities of fish retained on board in comparison with the fishing logbook			
(b) Check the compliance of the gear in use			
(c) Check the condition of the safety and lifesaving equipment on board the vessel			
(d) Check the operation of the communication equipment on board the vessel			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (not for distribution)

Question number	Correct answer
1	c
2	c
3	b
4	a

Module 4 Conformity of gear **84**

Section 4.1 **Identify and examine gear in use and any other on board** **84**

PART A SECTION FRAMEWORK 84

PART B DETAILED TEACHING SYLLABUS 85

PART C TRAINER GUIDE 89

PART D EVALUATION 98

Section 4.2 **Check conformity of gear** **107**

PART A SECTION FRAMEWORK 107

PART B DETAILED TEACHING SYLLABUS 108

PART C TRAINER GUIDE 111

PART D EVALUATION 119

Section 4.1 Identify and examine gear in use and any other on board

Coverage: EU waters, all fisheries, all gears

PART A SECTION FRAMEWORK

1. Scope

This section is intended to prepare fisheries inspectors to undertake inspections of fishing vessels at sea. Trainees completing this section should be capable of identifying fishing gear and establishing the relevant parameters of the gear.

2. General learning objectives

The trainee who completes this section should be able to demonstrate an understanding of how to identify fishing gear and establish the relevant parameters of the gear.

3. Trainee entry requirements

This section does not require any previous knowledge of fishing gear or gear technology.

4. Trainer requirements

Trainers should preferably have extensive experience in gear construction and measurement of gear and an appreciation of the teaching methods and equipment used in this course.

5. Course intake

Current advice suggests a maximum ratio of trainees to trainer for classroom sessions of 12:1. For exercises and evaluations requiring the use of specialised equipment, such as net gauges, the intake should be limited to a maximum of three trainees per piece of equipment.

6. Course certificate

Intentionally left blank.

7. Teaching facilities

A classroom of a suitable size equipped with audiovisual means; sufficient space will also be required for working with examples or models of gear, which may require a specialised location.

8. Teaching materials and equipment

Measuring equipment, such as net gauges, and examples and/or models of certain aspects of fishing gear will be required; detailed requirements are given in Part C.

9. Section outline and indicative session times

Table 1

Section outline	Classroom hours	Exercise/evaluation hours
Introduction:	30 minutes	None
Session 1: How to identify the type of gear	3 hours 30 minutes	None
Session 2: Understanding net construction	3 hours 30 minutes	None
Session 3: How to determine mesh size	4 hours	3 hours
Session 4: How to assess twine thickness	2 hours	2 hours
Session 5: How to identify gear geometry	3 hours 30 minutes	2 hours
Session 6: How to identify gear attachments	3 hours 30 minutes	2 hours
Session 7: How to identify selectivity of fishing gear	3 hours 30 minutes	2 hours
Session 8: How to identify gear marking	3 hours 30 minutes	2 hours
Session 9: How to identify prohibited methods of fishing	2 hours	
Subtotal hours	29 hours 30 minutes	13 hours
Total hours	42 hours 30 minutes	

PART B DETAILED TEACHING SYLLABUS

1. Learning objectives

The overall learning objective of this section is to ensure that the trainee can 'Identify and examine gear in use and any other on board' as defined in the core curriculum. This section consists of nine sessions with links to the relevant chapters of the training handbook.

- Session 1: How to identify the type of gear
- Session 2: Understanding net construction
- Session 3: How to determine mesh size
- Session 4: How to assess twine thickness
- Session 5: How to identify gear geometry
- Session 6: How to identify gear attachments
- Session 7: How to identify selectivity of fishing gear
- Session 8: How to identify gear marking
- Session 9: How to identify prohibited methods of fishing

Table 5

Session 4: How to assess twine thickness	Handbook reference	Topic No	Exercises/ evaluation
<p>The expected learning outcome is that the trainee can:</p> <ul style="list-style-type: none"> • understand the need to assess twine thickness and the effect of thickness on selectivity; • test the twine thickness gauge and understand the need for certification; • prepare the gauge for use by selecting the correct jaws; • determine the twine thickness by: <ul style="list-style-type: none"> — selecting meshes in towed and passive gear; — operating the gauge; — determining the result; • determine the mesh size b in case of disputes; • store and interpret the results. 	Chapter 4.1.2 Part E	1 2 3	MCQ2 GE2

Table 6

Session 5: How to identify gear geometry	Handbook reference	Topic No	Exercises/ evaluation
<p>The expected learning outcome is that the trainee can:</p> <ul style="list-style-type: none"> • understand the need for the geometry of the gear to be controlled; • identify the following features of towed gear and be able to measure their associated parameters: <ul style="list-style-type: none"> — cod-end; — lengthening/extension piece; — tapered/untapered gear; — balloon cod-end; — cod-end circumference; — transversal lacing rope; — square-meshed netting; • identify and be able to measure the drop and length of encircling nets; • identify long lines and be able to measure their associated parameters; • identify passive nets and be able to measure their associated parameters; • identify traps and be able to measure their associated parameters. 	Chapter 4.1.3 Parts A–D	1 2 3 4 5 6	GE3

Table 7

Session 6: How to identify gear attachments	Handbook reference	Topic No	Exercises/ evaluation
<p>The expected learning outcome is that the trainee can:</p> <ul style="list-style-type: none"> • understand the need for attachments to the gear to be controlled; • understand the concepts of a cod-end and lengthening piece; • identify the following attachments to towed gear and be able to measure their associated parameters: <ul style="list-style-type: none"> — bottom-side chafer; — top-side chafer; — strengthening bag; — chafing or protection piece; — codline; — lifting strap; — round straps; — transversal lacing rope; — flapper; — sieve netting; — strengthening rope; — torquette; — median lacing of a trouser cod-end. 	<p>Chapter 4.1.4 Parts A–D</p>	1	GE4
		2	
		3	
		4	
		5	
		6	
		7	
		8	
		9	
		10	
		11	
		12	
		13	
		14	
		15	

Table 8

Session 7: How to identify selectivity of fishing gear	Handbook reference	Topic No	Exercises/ evaluation
<p>The expected learning outcome is that the trainee can:</p> <ul style="list-style-type: none"> • understand the need for selectivity devices to be fitted in certain gears; • identify the following types of escape panels and be able to measure their associated parameters: <ul style="list-style-type: none"> — headline panel; — lengthening/extension piece panel; — cod-end panel; — square mesh panel; — sorting grids; • identify acoustic deterrent devices and be able to measure their associated parameters; • identify bird-scaring devices. 	<p>Chapter 4.1.5 Parts A–D</p>	1	GE5
		2	
		3	

Table 9

Session 8: How to identify gear marking	Handbook reference	Topic No	Exercises/ evaluation
The expected learning outcome is that the trainee can: <ul style="list-style-type: none"> • understand the need for certain gears to be marked; • identify the markings on the following devices and be able to measure their associated parameters: <ul style="list-style-type: none"> — beams; — passive gear labels; — passive gear buoys; — auxiliary craft; — fish aggregating devices. 	Chapter 4.1.6 Parts A–D	1	GE6
		2	

Table 10

Session 9: How to identify prohibited methods of fishing	Handbook reference	Topic No	Exercises/ evaluation
The expected learning outcome is that the trainee can: <ul style="list-style-type: none"> • understand that certain gears need to be prohibited; • identify the following methods of fishing gear and, where applicable, the conditions under which they are being used: <ul style="list-style-type: none"> — toxic and stupefacient products; — electricity; — explosives; — projectiles; — towed devices; — pneumatic hammers; — St Andrew's cross. 	Chapter 4.1.7 Parts A–D	1	None
		2	
		3	
		4	
		5	
		6	
		7	
		8	

PART C TRAINER GUIDE

1. Introduction

This section is largely classroom- and workshop-based and is divided into nine sessions. Each session comprises of a number of topics relevant to the session learning objectives as defined in Part B, Table 2.

2. Teaching materials and equipment

- Copies of relevant legislation.
- Copies of relevant section of the handbook.

Due to the varied and specialised subjects addressed in each session, additional materials and equipment required for each session are listed under additional resources for that session.

3. Training session guidance

Table 11

Session 1: How to identify the type of gear	
Trainer guidance	<p>The purpose of this session is to introduce the trainee to the different types of fishing gear which he/she may encounter and to enable the trainee to correctly identify gear by category.</p> <p>The only gear categories discussed are those for which conditions of use have been imposed by EU regulations.</p> <p>The trainer should tailor the course to include only the types of gear which the trainee is ever likely to encounter in the normal field of operations.</p>
Additional resources	<ul style="list-style-type: none"> • Pictures or diagrams of the different gear types • Pictures of the different types of vessel associated with the gears.
Session topics	<p>Topic 1: Gear in use/stowed and lashed Teaching notes Explain the concept of gear in use and the need for some gears to be stowed and lashed under certain circumstances.</p> <p>Topic 2: Surrounding nets Teaching notes Briefly explain the concept and use of surrounding nets:</p> <ul style="list-style-type: none"> • with purse line; • without purse line. <p>Topic 3: Seine nets Teaching notes Briefly explain the concept and use of:</p> <ul style="list-style-type: none"> • Danish seine; • Scottish seine. <p>Topic 4: Trawl nets Teaching notes Give an overview of trawl nets and briefly explain the concept and use of:</p> <ul style="list-style-type: none"> • beam trawls; • bottom otter trawls (include multiple rigs); • bottom pair trawls; • midwater trawls; • midwater otter trawls; • midwater pair trawls. <p>Topic 5: Dredges Teaching notes Briefly explain the concept and use of dredges.</p> <p>Topic 6: Gill and entangling nets Teaching notes Give an overview of gill and entangling nets and briefly explain the concept and use of:</p> <ul style="list-style-type: none"> • set gillnets (anchored); • drifting gillnets (driftnets); • trammel nets; • combined gillnets and trammel nets. <p>Topic 7: Traps Teaching notes Give an overview of trawl nets and briefly explain the concept and use of traps.</p> <p>Topic 8: Hooks and lines Teaching notes Briefly explain the concept and use of:</p> <ul style="list-style-type: none"> • set longlines; • drifting longlines. <p>Topic 9: Grappling and wounding Teaching notes Briefly explain the concept and use of:</p> <ul style="list-style-type: none"> • harpoons; • sub-aqua spear guns; • St Andrew's cross; • scissor-action grapples.

Session 1: How to identify the type of gear

Evaluation	It is recommended that no formal evaluation is required for this session; the trainee needs to be aware of the types of gear by category, rather than in great detail. For example, EU legislation treats all towed gear (with the exception of beam trawls) as being the same for the purposes of stipulating mesh sizes. The trainer should be satisfied that the trainees have achieved a sufficient degree of knowledge to correctly identify gears by overall category.
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Table 12

Session 2: Understanding net construction

Trainer guidance	The purpose of this session is to introduce the trainee to: <ul style="list-style-type: none"> • the basics of the construction of sheet netting; • the way in which the netting can be aligned within the gear; • the way in which the sheet netting is assembled into fishing gear; • the concept of mesh size; • the concept of twine thickness; • the effects of water and detritus on the netting.
Additional resources	Example(s) of: <ul style="list-style-type: none"> • knotted and knotless netting, in various sizes and materials; • diamond and square mesh; • single and double twine.
Session topics	<p>Topic 1: Net construction</p> <p>Teaching notes</p> <p>Give an overview of net construction and then explain the concept of:</p> <ul style="list-style-type: none"> • active/passive gear; • construction (knotted netting); • construction (knotless netting); • longitudinal axis of towed gears; • N-direction; • T-90 mesh; • bar; • square mesh; • materials; • twine construction; • single/double twine; • lacing/selvedge; • prohibition of meshes other than diamond/square; • mesh size; • twine thickness. <p>Topic 2: Condition of netting</p> <p>Teaching notes</p> <p>Explain the effects of water uptake and detritus intake on mesh size and twine thickness.</p>
Evaluation	No evaluation will be required at this stage; the important information imparted in this session (for example, N-direction) will be used by the trainee in the practical assessment carried out at the end of the next two sessions, and can be assessed at that time.

Table 13

Session 3: How to determine mesh size	
Trainer guidance	The purpose of this session is to introduce the trainee to the electronic net gauge and then to go progressively and logically through the stages required to successfully determine the mesh size of a net.
Additional resources	<ul style="list-style-type: none"> • Electronic mesh gauges (no more than three trainees per gauge). • Calibration plates and weights. • Examples of knotted and knotless netting, in various sizes and materials. • Examples of square and diamond mesh, in various sizes and materials.
Session topics	<p>Teaching notes</p> <p>The trainer should adhere to the running order of the topics outlined below, and in consistency with the structure of the handbook; in this way, it will be assured that the trainee is led through the process of determining mesh size in a logical and progressive manner, thereby ensuring that the results of the determination conform to the requirements of the regulation.</p> <p>Topic 1: Introduction/overview</p> <p>Topic 2: The electronic mesh gauge</p> <ul style="list-style-type: none"> • Certification of the gauge • Marking of the gauge • Calibration instruments • Testing of the gauge • The buttons • Setting up the gauge: <ul style="list-style-type: none"> — fitting correct jaws; — switching on; — accessing menu; — setting the force; — setting correct jaws. <p>Topic 3: Determination of mesh size</p> <ul style="list-style-type: none"> • Introduction • Selection of meshes — towed gear: <ul style="list-style-type: none"> — where in net; — exceptions; — derogation. • Selection of meshes — passive gear: <ul style="list-style-type: none"> — where in net; — exceptions. • Identification of chosen meshes • Condition of net <ul style="list-style-type: none"> — procedure for measuring; — diamond and T-90 mesh; — square mesh. • Operation of the gauge: <ul style="list-style-type: none"> — moving the jaws; — starting a measurement; — measurement algorithm; — completing a measurement; — completing a series. • Determination of the mesh size of the net: <ul style="list-style-type: none"> — legal procedure; — electronic procedure. • Determination of the mesh size in case of disputes • Storage of results: <ul style="list-style-type: none"> — paper; — electronic. • Interpretation of results • Further information
Evaluation	MCQ 1 and group exercise 1

Table 14

Session 4: Assessment of twine thickness	
Trainer guidance	The purpose of this session is to introduce the trainee to the twine thickness gauge and then to go progressively and logically through the stages required to successfully assess the twine thickness of a net.
Additional resources	<ul style="list-style-type: none"> • Twine thickness gauges (no more than three trainees per gauge) • Calibration rods • Examples of knotted and knotless netting, in various thicknesses and materials • Examples of square and diamond mesh, in various thicknesses and materials.
Session topics	<p>Teaching notes</p> <p>The trainer should adhere to the running order of the topics outlined below, and in consistency with the structure of the handbook; in this way, it will be assured that the trainee is led through the process of assessing twine thickness in a logical and progressive manner, thereby ensuring that the results of the determination conform to the requirements of the regulation.</p> <p>Topic 1: The effect of twine thickness on selectivity</p> <p>Topic 2: The twine thickness gauge</p> <ul style="list-style-type: none"> • Introduction • Certification of the gauge • Marking of the gauge • Testing of the gauge <p>Topic 3: Assessment of twine thickness:</p> <ul style="list-style-type: none"> • Introduction • Selection of gauge • Selection of twines: <ul style="list-style-type: none"> — general provisions; — diamond mesh; — square mesh. • Identification of chosen meshes • Condition of net • Operation of the gauge • Assessment of the twine thickness • Assessment of the twine thickness in case of disputes
Evaluation	MCQ 2 and group exercise 2

Table 15

Session 5: How to identify gear geometry	
Trainer guidance	The purpose of this session is to introduce the trainee to the concepts of restrictions on certain gear geometry and then to address the various features, identify which parameters need to be established and measure these parameters.
Additional resources	<p>The trainer will need to tailor the contents of the session to reflect the needs of the trainee, bearing in mind the expected area of operation of the trainee. In view of this, access to, or full-scale examples or models of, additional material, as required, will be needed from the following list:</p> <ul style="list-style-type: none"> • cod-end; • lengthening/extension piece; • tapered/untapered gear; • balloon cod-end; • transversal lacing rope; • square-meshed netting; • encircling net; • long line +; • driftnet; • bottom-set net; • traps. <p>In addition, electronic mesh gauges and twine thickness gauges will be required for the establishment of some parameters.</p>
Session topics	<p>Teaching notes</p> <p>The trainer should try to adhere to the running order of the topics outlined below, in consistency with the structure of the handbook. Each feature should be explained, its associated parameter(s) identified and the method(s) of measurement defined.</p> <p>Topic 1: Introduction/overview</p> <p>Topic 2: Towed gear</p> <ul style="list-style-type: none"> • Gear dimensions • Cod-end • Lengthening/extension piece • Tapered /untapered gear • Balloon cod-end • Cod-end circumference • Transversal lacing rope • Square-meshed netting <p>Topic 3: Encircling nets</p> <ul style="list-style-type: none"> • Drop and length of net <p>Topic 4: Long lines</p> <ul style="list-style-type: none"> • Size of hooks • Number of hooks <p>Topic 5: Passive nets</p> <ul style="list-style-type: none"> • Driftnets • Bottom-set nets • Drop, size, length <p>Topic 6: Traps</p>
Evaluation	Group exercise 3

Table 16

Session 6: How to identify gear attachments	
Trainer guidance	The purpose of this session is to introduce the trainee to the concepts of gear attachments and then to address the various attachments, identify which parameters need to be established and measure these parameters.
Additional resources	<p>The trainer will need to tailor the contents of the session to reflect the needs of the trainee, bearing in mind the expected area of operation of the trainee. In view of this, access to, or full-scale examples or models of additional material, as required, will be needed from the following list:</p> <ul style="list-style-type: none"> • cod-end; • lengthening/extension piece; • bottom-side chafer; • top-side chafer; • strengthening bag; • chafing or protection piece; • codline; • lifting strap; • round straps; • transversal lacing rope; • flapper; • sieve netting; • strengthening rope; • torquette; • median lacing of a trouser cod-end. <p>In addition, electronic mesh gauges and twine thickness gauges will be required for the establishment of some parameters.</p>
Session topics	<p>Teaching notes</p> <p>The trainer should try to adhere to the running order of the topics outlined below, in consistency with the structure of the handbook. Each attachment should be explained, its associated parameter(s) identified and the method(s) of measurement defined:</p> <p>Topic 1: Introduction/overview</p> <p>Topic 2: Cod-end and lengthening piece</p> <p>Topic 3: Bottom-side chafer</p> <p>Topic 4: Top-side chafer</p> <p>Topic 5: Strengthening bag</p> <p>Topic 6: Chafing or protection piece</p> <p>Topic 7: Codline</p> <p>Topic 8: Lifting strap</p> <p>Topic 9: Round straps</p> <p>Topic 10: Transversal lacing rope</p> <p>Topic 11: Flapper</p> <p>Topic 12: Sieve netting</p> <p>Topic 13: Strengthening rope</p> <p>Topic 14: Torquette</p> <p>Topic 15: Median lacing of a trouser cod-end</p>
Evaluation	Group exercise 4

Table 17

Session 7: How to identify selectivity of fishing gear	
Trainer guidance	The purpose of this session is to introduce the trainee to the concepts of selectivity features of certain gear and then to address these various features, identify which parameters need to be established and measure these parameters.
Additional resources	<p>The trainer will need to tailor the contents of the session to reflect the needs of the trainee, bearing in mind the expected area of operation of the trainee. In view of this, access to, or full-scale examples or models of, additional material, as required, will be needed from the following list:</p> <ul style="list-style-type: none"> • headline escape panel; • lengthening/extension piece escape panel; • cod-end escape panel; • square mesh panel; • Bacoma window; • sorting grids; • acoustic deterrent devices. <p>In addition, electronic mesh gauges and twine thickness gauges will be required for the establishment of some parameters.</p>
Session topics	<p>Teaching notes</p> <p>The trainer should try to adhere to the running order of the topics outlined below, in consistency with the structure of the handbook. Each selectivity device should be explained, its associated parameter(s) identified and the method(s) of measurement defined:</p> <p>Topic 1: Introduction/overview</p> <p>Topic 2: Escape panels</p> <ul style="list-style-type: none"> • Headline panel • Lengthening/extension piece panel • Cod end panel • Square mesh panel • Sorting grids <p>Topic 3: Environmental features</p> <ul style="list-style-type: none"> • Acoustic deterrent devices • Bird-scaring devices
Evaluation	Group exercise 5

Table 18

Session 8: How to identify gear marking	
Trainer guidance	The purpose of this session is to introduce the trainee to the concepts of marking of certain gears and then to address the various markings, identify which parameters need to be established and measure these parameters.
Additional resources	<p>Access to, or full-scale examples or models of, the following additional material will be needed:</p> <ul style="list-style-type: none"> • passive gear labels; • passive gear buoys. <p>Due to the restraints which may be caused by the physical size of the gear, and if no visit is possible, then pictures or diagrams of the marking of beams, auxiliary craft and fish aggregating devices will suffice.</p>
Session topics	<p>Teaching notes</p> <p>The trainer should try to adhere to the running order of the topics outlined below, in consistency with the structure of the handbook. Each marking should be explained, its associated parameter(s) identified and the method(s) of measurement defined:</p> <p>Topic 1: Introduction/overview</p> <p>Topic 2: Marking</p> <ul style="list-style-type: none"> • Beams • Passive gear labels • Passive gear buoys • Auxiliary craft • Fish aggregating devices
Evaluation	Group exercise 6

Table 19

Session 9: How to identify prohibited methods of fishing	
Trainer guidance	The purpose of this session is to describe to the trainee the various methods of fishing that are prohibited, and any conditions associated with such prohibitions.
Additional resources	None required.
Session topics	<p>Teaching notes</p> <p>The trainer will need to tailor the contents of the session to reflect the geographic nature of the prohibitions. After an overview of why such prohibitions are required, the trainer should describe each relevant method from the list below, in sufficient detail that the trainee will be able to identify such methods. Where applicable, the trainer should also describe any conditions associated with the prohibitions.</p> <p>Topic 1: Introduction/overview</p> <p>Topic 2: Toxic and stupeficient products</p> <p>Topic 3: Electricity</p> <p>Topic 4: Explosives</p> <p>Topic 5: Projectiles</p> <p>Topic 6: Towed devices</p> <p>Topic 7: Pneumatic hammers</p> <p>Topic 8: St Andrew's cross</p>
Evaluation	It is recommended that no formal evaluation is required for this session; the trainee needs to be aware of the existence of prohibitions and any associated conditions. The trainer should be satisfied that the trainees have achieved a sufficient degree of knowledge to correctly identify the use of prohibited methods.

PART D EVALUATION

1. Evaluation — General

As indicated in the right-hand column of Table 2, some sessions conclude with a trainee evaluation, either in the form of a multiple choice questionnaire (MCQ) or a practical group evaluation (GE). Ideally, and when time permits, a group discussion on the evaluation outcomes should also be held.

2. Multiple choice questionnaire evaluation

Each MCQ should consist of a number of questions relevant to the topics covered in the session. Each question should ideally have four possible answers, only one of which is correct, although this number is sometimes not achievable. All trainees should complete an MCQ individually. Points should be allocated for each correct answer.

When marking MCQ evaluations, the trainer should explore incorrect answers with the trainee to identify the deductions made by the trainee when formulating such answers. The trainer should consider whether there is logic to the trainee's answer and reflect this in the overall score or, alternatively, whether the training provided on the particular issue should be reviewed. Importantly, the trainer should ensure that the trainee is fully aware of the correct response before concluding the session. However, it should be noted that incorrect answers may in part be an outcome of the wording of the question.

Trainers should note that the questions given in the MCQs below are illustrative only and are given for the guidance of the trainer. The trainer should formulate his own questions, taking into account the area of operation of the trainees and any gaps or weaknesses the trainer may have identified in the trainees' knowledge.

Table 20

SESSION 3 — How to determine mesh size EVALUATION: MCQ1
Trainee name:
Training reference number:
Date:
Q1: How many meshes should be selected for initial determination of mesh size? (a) 10 (b) 20 (c) 40 (d) 30
Q2: Which of the following is incorrect? No mesh should be measured in active gear which is within three meshes of: (a) Lacings (b) Selvedges (c) Ropes (d) Attachments (e) Codlines
Q3: Which of the following is correct? Meshes to be measured in passive gear should be selected from: (a) Anywhere in the net (b) The smallest part of the net (c) The largest part of the net
Q4: Which of the following is incorrect? Meshes to be measured should: (a) Not have been mended (b) Be wet (c) Be from the net just hauled (d) Not be frozen
Q5: When measuring knotted netting in towed gear, the 20 meshes selected should run in the direction of: (a) The longitudinal axis of the gear (b) The N-direction of the net (c) At right-angles to the longitudinal axis of the gear
Q6: When measuring knotless diamond netting when the N-direction of the net cannot be determined, each mesh should be measured: (a) By its longest axis (b) By its shortest (c) As an average of the two axes
Q7: When measuring square mesh panels, each mesh should be measured: (a) By its longest diagonal (b) By its shortest (c) By both diagonals
Q8: Once the required 20 meshes have been measured, the legal mesh size of the net is determined as: (a) The mean value displayed by the gauge (b) The average value as calculated by the inspector (c) The mean value displayed by the gauge, rounded up to the nearest millimetre
Q9: A further series of 20 meshes should be selected if: (a) The determined mesh size does not correspond with that recorded in the logbook (b) The catch composition is illegal for the determined mesh size (c) The master disputes the determined mesh size

SESSION 3 — How to determine mesh size**EVALUATION: MCQ1**

Q10: If a further series of 20 meshes have been selected, the final determined mesh size is:

- (a) The average of all 40 meshes
- (b) The average of the second series of 20 meshes
- (c) If the average of the second series of 20 meshes still points to an illegal net, the average of the first series of 20 meshes

INDICATE ONLY ONE ANSWER FOR EACH QUESTION

DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION ONLY

Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (not for distribution)

Question number	Correct answer
1	b
2	d
3	b
4	c
5	b
6	a
7	c
8	a
9	c
10	a

Table 21

SESSION 4 — How to assess twine thickness			
EVALUATION: MCQ2			
Trainee name:			
Training reference number:			
Date:			
Q1: Which gauge should be selected for the assessment?			
(a) One with a hole diameter above the permitted maximum twine thickness for the area and fishery concerned			
(b) One with a hole diameter below the permitted maximum twine thickness			
(c) One with a hole diameter equal to the permitted maximum twine thickness			
Q2: Which of the following is incorrect? No twine should be measured which:			
(a) Is frozen			
(b) Is not wet			
(c) Has been repaired			
(d) Is broken			
Q3: Which of the following is correct? Twines to be measured should be selected from:			
(a) 10 meshes			
(b) 5 meshes			
(c) Depends on the construction of the net			
(d) 20 meshes			
Q4: How many negative assessments need to be made for the inspector to deem that the net exceeds the maximum permitted twine thickness?			
(a) 5			
(b) 10			
(c) 20			
Q5: Which of the following is incorrect? A further series of 20 twines should be measured:			
(a) Only if the inspector notes more than five negative assessments			
(b) Only if the master disputes the determined mesh size			
(c) In both cases			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION ONLY			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (not for distribution)

Question number	Correct answer
1	c
2	b
3	c
4	b
5	c

3. Group exercise evaluation

For group evaluations, the trainees should be split into groups, with a maximum of three trainees per group; this will depend on the availability of the resources required. During the exercise, the trainer should ensure that the trainees all tackle each objective, by taking turns.

Table 22

SESSION 3 — How to determine mesh size EVALUATION: GE1
Group number:
Group members:
Training reference number:
Date:
<p>Group exercise: This exercise requires the trainees to work in groups in order to cover the subject matter effectively. However, evaluation should still be on an individual basis, with trainers observing the performance of each individual as a contributor to the group.</p> <p>Exercise objectives: The trainee should be able to demonstrate the ability to competently carry out the following procedures:</p> <ul style="list-style-type: none"> • select (and perhaps fit) the correct jaws for the net to be measured; • switch on the gauge and wait for the self-test to complete; • select the correct jaws from the menu (if the jaws have been changed); • select the correct force for the net to be measured; • select the correct force from the menu; • introduce the rear (fixed) jaw into the mesh first; • introduce the front (moveable) jaw into the correct part of the mesh as the measurement progresses; • wait for the algorithm to finish; • accept the measurement; • complete the series. <p>Exercise content: Each group of two or three trainees should be given a piece of net and asked to determine the mesh size; they should rotate the tasks required so that each trainee is given an opportunity to demonstrate his abilities.</p> <p>Evaluation criteria: The trainee should be assessed for competency/understanding of the above procedures.</p>
Trainer's notes:

Table 23

SESSION 4 — How to assess twine thickness EVALUATION: GE2
Group number:
Group members:
Training reference number:
Date:
<p>Group exercise: This exercise requires the trainees to work in groups in order to cover the subject matter effectively. However, evaluation should still be on an individual basis, with trainers observing the performance of each individual as a contributor to the group.</p> <p>Exercise objectives: The trainee should be able to demonstrate the ability to competently carry out the following procedures:</p> <ul style="list-style-type: none"> • select the correct gauge for the net to be measured; • select the correct series of twines; • introduce the twine correctly into the gauge; • carry out the assessment by attempting to draw the twine through the gauge; • correctly record the results. <p>Exercise content: Each group of two or three trainees should be given a piece of net and asked to determine the twine thickness; they should rotate the tasks required so that each trainee is given an opportunity to demonstrate his abilities.</p> <p>Evaluation criteria: The trainee should be assessed for competency/understanding of the above procedures.</p>
Trainer's notes:

Table 24

SESSION 5 — How to identify gear geometry EVALUATION: GE3
Group number:
Group members:
Training reference number:
Date:
<p>Group exercise: This exercise requires the trainees to work in groups in order to cover the subject matter effectively. However, evaluation should still be on an individual basis, with trainers observing the performance of each individual as a contributor to the group.</p> <p>Exercise objectives: The trainee should be able to demonstrate the ability to competently carry out the following procedures:</p> <ul style="list-style-type: none"> • identify the cod-end and measure the relevant parameters (mesh size, twine thickness, circumference, panel length/width, material); • identify the lengthening piece and measure the relevant parameters (mesh size, twine thickness, circumference, panel length/width, material); • identify whether a panel is tapered, and if so, in which direction; • identify a balloon cod-end; • identify a transversal lacing rope; • measure the drop and length of an encircling net; • measure the hook length, width and number; • measure the drop and length of passive nets; • establish the total number of traps in use or carried. <p>Exercise content: Each group of two or three trainees should be presented with examples of the relevant gear and asked to carry out a selection of procedures from the above list; they should rotate the tasks required so that each trainee is given an opportunity to demonstrate his abilities.</p> <p>Evaluation criteria: The trainee should be assessed for competency/understanding of the above procedures.</p>
Trainer's notes:

Table 25

SESSION 6 — How to identify gear attachments EVALUATION: GE4
Group number:
Group members:
Training reference number:
Date:
<p>Group exercise: This exercise requires the trainees to work in groups in order to cover the subject matter effectively. However, evaluation should still be on an individual basis, with trainers observing the performance of each individual as a contributor to the group.</p> <p>Exercise objectives: The trainee should be able to demonstrate the ability to identify the following attachments and understand any parameters which may need to be established for each one:</p> <ul style="list-style-type: none"> • bottom-side chafer; • top-side chafer; • strengthening bag; • chafing or protection piece; • codline; • lifting strap; • round straps; • transversal lacing rope; • flapper; • sieve netting; • strengthening rope; • torquette; • median lacing of a trouser cod-end. <p>NB: No in-depth measurement of the attachments is required at this stage; this will be addressed in the next section, which deals with the legality of the attachments.</p> <p>Exercise content: Each group of two or three trainees should be presented with examples of attachments (full-size or models) and asked to identify them and any associated parameters; they should rotate the tasks required so that each trainee is given an opportunity to demonstrate his abilities.</p> <p>Evaluation criteria: The trainee should be assessed for competency/understanding of the above procedures.</p>
Trainer's notes:

Table 26

SESSION 7 – How to identify selectivity of fishing gear EVALUATION: GE5
Group number:
Group members:
Training reference number:
Date:
<p>Group exercise: This exercise requires the trainees to work in groups in order to cover the subject matter effectively. However, evaluation should still be on an individual basis, with trainers observing the performance of each individual as a contributor to the group.</p> <p>Exercise objectives: The trainee should be able to demonstrate the ability to identify the following features and understand any parameters which may need to be established for each one:</p> <ul style="list-style-type: none"> • headline panel; • lengthening piece panel; • cod-end panel; • square mesh panel; • Bacoma window; • sorting grids; • acoustic deterrent devices; • bird-scaring devices. <p>Exercise content: Each group of two or three trainees should be presented with examples of selectivity devices (full-size or models) and asked to identify them and any associated parameters; they should rotate the tasks required so that each trainee is given an opportunity to demonstrate his abilities.</p> <p>Evaluation criteria: The trainee should be assessed for competency/understanding of the above procedures.</p>
Trainer's notes:

Table 27

SESSION 8 — How to identify gear marking EVALUATION: GE6
Group number:
Group members:
Training reference number:
Date:
<p>Group exercise: This exercise requires the trainees to work in groups in order to cover the subject matter effectively. However, evaluation should still be on an individual basis, with trainers observing the performance of each individual as a contributor to the group.</p> <p>Exercise objectives: The trainee should be able to demonstrate the ability to identify the markings on the following devices and measure the associated parameters:</p> <ul style="list-style-type: none"> • beams; • passive gear labels; • passive gear buoys; • auxiliary craft; • fish aggregating devices. <p>Exercise content: Each group of two or three trainees should be shown examples of marking (either physical or photographic, depending on the level of resources) and asked to identify it and explain the associated parameters; they should rotate the tasks required so that each trainee is given an opportunity to demonstrate his abilities.</p> <p>Evaluation criteria: The trainee should be assessed for competency/understanding of the above procedures.</p>
Trainer's notes:

Section 4.2 Check conformity of gear

Coverage: EU waters, all fisheries, all gears

PART A SECTION FRAMEWORK

1. Scope

This section is intended to prepare fisheries inspectors to undertake inspections of fishing vessels at sea. Trainees completing this section should be capable of identifying fishing gear and establishing the legality of the gear.

2. General learning objectives

The trainee who completes this section should be able to demonstrate an understanding of how to establish the legality of fishing gear.

3. Trainee entry requirements

Trainees should have knowledge of gear types, net construction and technology and be able to establish the relevant parameters associated with the gear. This can be achieved by completing Section 4.1. 'Identify and examine gear in use and any other on board'.

4. Trainer requirements

Trainers should preferably have extensive experience in gear inspection and an appreciation of the teaching methods and equipment.

5. Course intake

Current advice suggests a maximum ratio of trainees to trainer for classroom sessions of 12:1. For exercises and evaluations requiring the use of specialised equipment, such as net gauges, the intake should be limited to a maximum of three trainees per piece of equipment.

6. Course certificate

Intentionally left blank.

7. Teaching facilities

The training should be provided in a classroom equipped with the necessary audiovisual systems; sufficient space will also be required for working with examples or models of gear, which may require a specially equipped location.

8. Teaching materials and equipment

Measuring equipment, such as net gauges, and examples and/or models of certain aspects of fishing gear, will be required; detailed requirements are given in Part C.

9. Section outline and indicative session times.

Table 1

Section outline	Classroom hours	Exercise/evaluation hours
Introduction:	30 minutes	None
Session 1: How to compare gear in use with the information recorded by the master	3 hours 30 minutes	1 hour
Session 2: How to check the legality of gear combinations	3 hours 30 minutes	1 hour
Session 3: How to check the legality of the gear geometry	7 hours	2 hours
Session 4: How to check the legality of the gear attachments	7 hours	3 hours 30 minutes
Session 5: How to check the legality of the selectivity of the gear	3 hours 30 minutes	1 hour
Session 6: How to check for prohibited gear	3 hours 30 minutes	1 hour
Session 7: How to check the gear for compliance with recovery measures and SCIPs	3 hours 30 minutes	1 hour
Subtotal hours	32 hours	10 hours 30 minutes
Total hours	42 hours 30 minutes	

PART B DETAILED TEACHING SYLLABUS

1. Learning objectives

The overall learning objective of this section is to ensure that the trainee can 'Check gear in use and any other on board' as defined in the core curriculum. This section consists of seven sessions with links to the relevant chapters of the training handbook.

- Session 1: How to compare gear in use with the information recorded by the master
- Session 2: How to check the legality of gear combinations
- Session 3: How to check the legality of the gear geometry
- Session 4: How to check the legality of the gear attachments
- Session 5: How to check the legality of the selectivity of the gear
- Session 6: How to check for prohibited gear
- Session 7: How to check the gear for compliance with recovery measures and SCIPS

2. Specific learning objectives

Table 2

Session 1: How to compare gear in use with the information recorded by the master	Handbook reference	Topic No	Exercises/ evaluation
The expected learning outcome is that the trainee can check that the gear in use corresponds to that found in the: <ul style="list-style-type: none"> • paper logbook; • electronic logbook. 	Chapter 4.2.1	1 2	GE1

Table 3

Session 2: How to check the legality of gear combinations	Handbook reference	Topic No	Exercises/ evaluation
The expected learning outcome is that the trainee can: <ul style="list-style-type: none"> • identify any gear combinations found on board; • check the legality of any such combinations found. 	Chapter 4.2.2	1 2	MCQ1

Table 4

Session 3: How to check the legality of the gear geometry	Handbook reference	Topic No	Exercises/ evaluation
The expected learning outcome is that the trainee can check the legality of the geometry of any gear in use, which may be any of the following: <ul style="list-style-type: none"> • towed gear: <ul style="list-style-type: none"> — balloon cod-end; — cod-end circumference; — relationship between cod-end and lengthening piece; — transversal lacing ropes; — square mesh netting; — mesh geometry; — twines; • encircling gear: <ul style="list-style-type: none"> — drop; — length; • passive gear: <ul style="list-style-type: none"> — long lines: <ul style="list-style-type: none"> ■ size of hooks; ■ number of hooks; — bottom-set nets: <ul style="list-style-type: none"> ■ length; — traps: <ul style="list-style-type: none"> ■ number. 	Chapter 4.2.3 PART B Point (a) Point (b) PART C Point (a) Point (b) Point (c)	1 2 3 4 5 6 7 8 9 10 11	GE2, MCQ2

Table 5

Session 4: How to check the legality of the gear attachments	Handbook reference	Topic No	Exercises/ evaluation
<p>The expected learning outcome is that the trainee can check the legality of any attachments to the gear in use, which may be any of the following, depending on the region:</p> <ul style="list-style-type: none"> • bottom-side chafer; • top-side chafer; • strengthening bag; • chafing or protection piece; • codline; • pocket type cod-end; • round straps; • lifting strap; • transversal lacing rope; • flapper; • sieve netting, • strengthening rope; • torquette; • median lacing; • sensors; • floats. <p>In addition, the trainee should also demonstrate an understanding of:</p> <ul style="list-style-type: none"> • non-specified attachments in common use; • commonly found illegal attachments. 	<p>Chapter 4.2.4</p> <p>PART B</p> <p>PART C</p> <p>PART D</p>	<p>1</p> <p>Topics 2 to 16, depending on region</p> <p>17</p> <p>18</p>	<p>GE3</p>

Table 6

Session 5: How to check the legality of the selectivity of the gear	Handbook reference	Topic No	Exercises/ evaluation
<p>The expected learning outcome is that the trainee can check the legality of any selectivity devices incorporated into the gear in use, which may be any of the following, depending on the region:</p> <ul style="list-style-type: none"> • headline panel; • square mesh panel; • Bacoma window; • T-90 trawl; • sorting grid; • acoustic deterrent devices. 	<p>Chapter 4.2.5</p> <p>PART B</p> <p>Point (a)</p> <p>Point (b)</p> <p>Point (c)</p> <p>Point (d)</p> <p>Point (e)</p> <p>PART C</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6</p>	<p>GE4</p> <p>MCC3</p>

Table 7

Session 6: How to check for prohibited gear	Handbook reference	Topic No	Exercises/ evaluation
The expected learning outcome is that the trainee can check for the presence of prohibited gear, by understanding what gears are prohibited and under what circumstances. Such gears have been tabulated by region, as follows:	Chapter 4.2.6 PART B		MCQ4
• Regions 2 and 3;	Table 7	1	
• Baltic;	Table 8	2	
• Mediterranean;	Table 9	3	
• Black Sea.	Table 10	4	

Table 8

Session 7: How to check the gear for compliance with recovery measures and SCIPs	Handbook reference	Topic No	Exercises/ evaluation
The expected learning outcome is that the trainee can understand the concept of recovery measures and their impact on technical requirements, and check the gear for compliance with the following recovery measures, where applicable:	Chapter 4.2.7 PART B		MCQ5
• cod, Region 2;	Table 11	1	
• northern hake;	Table 12	2	
• Celtic Sea;	Table 13	3	
• southern hake and Norway lobster;	Table 14	4	
• Baltic cod;	Table 15	5	
• bluefin tuna, eastern Atlantic and Mediterranean.	Table 16	6	

PART C TRAINER GUIDE

1. Introduction

This section is largely classroom- and workshop-based and is divided into seven sessions. Each session comprises of a number of topics relevant to the session learning objectives as defined in Part B, Table 2.

2. Teaching materials and equipment

- Copies of relevant legislation.
- Copies of relevant section of the handbook.

Due to the varied and specialised subjects addressed in each session, additional materials and equipment required for each session are listed under additional resources for that session.

3. Training session guidance

Table 9

Session 1: How to compare gear in use with the information recorded by the master	
Trainer guidance	The purpose of this session is to enable the trainee to check the gear found in use against that recorded in the logbook. The trainer should tailor the course to include only the types of gear that the trainee is ever likely to encounter in the normal field of operations.
Additional resources	<ul style="list-style-type: none"> • Examples of gear entries in paper logbooks. • Examples of gear entries in electronic logbooks.
Session topics	<p>Topic 1 Teaching notes Explain the requirements of gear recording in paper logbooks, and how such data are recorded.</p> <p>Topic 2 Teaching notes Explain the requirements of gear recording in electronic logbooks, and how such data are recorded.</p>
Evaluation	MCQ1

Table 10

Session 2: How to check the legality of gear combinations	
Trainer guidance	The purpose of this session is to introduce the concept of gear combinations to the trainee and subsequently enable the trainee to check the legality of any gear combinations found on board. The trainer should tailor the course to include only those gear combinations relevant to the normal field of operations of the trainee.
Additional resources	None required.
Session topics	<p>Topic 1 Teaching notes Explain the need to limit permitted gear combinations.</p> <p>Topic 2 Teaching notes Discuss the permitted combinations in the relevant regional table.</p>
Evaluation	MCQ2

Table 11

Session 3: How to check the legality of the gear geometry	
Trainer guidance	<p>The purpose of this session is to enable the trainee to check the legality of the geometry of any gear found on board, where required.</p> <p>The trainer should tailor the course to include only those restrictions on gear geometry relevant to the normal field of operations of the trainee.</p>
Additional resources	<p>As the session will need to be adapted according to regional requirements, access to, or full-scale examples or models of, additional material, as required, will be needed from the following list:</p> <ul style="list-style-type: none"> • cod-end; • lengthening/extension piece; • tapered/untapered gear; • balloon cod-end; • transversal lacing rope; • square-meshed netting; • netting of different twine construction (double/single, braided/twisted, knotted/knotless); • encircling net; • long line +; • bottom-set net. <p>These examples should contain a mixture of legal and illegal instances of geometry.</p> <p>In addition, electronic mesh gauges and twine thickness gauges will be required for the establishment of some parameters.</p>

Session 3: How to check the legality of the gear geometry	
Session topics	<p>The session will consist of some of the following topics dealing with gear geometry, depending on their regional relevance:</p> <p>Topic 1 Teaching notes Discuss the legal definition of a balloon cod-end.</p> <p>Topic 2 Teaching notes Discuss the legal restrictions on cod-end circumference.</p> <p>Topic 3 Teaching notes Discuss the legal requirements for the relationship between cod-end and lengthening piece.</p> <p>Topic 4 Teaching notes Discuss the legal restrictions on transversal lacing ropes.</p> <p>Topic 5 Teaching notes Discuss the legal requirements for square-mesh netting.</p> <p>Topic 6 Teaching notes Discuss the restrictions on mesh geometry.</p> <p>Topic 7 Teaching notes Discuss the legal restrictions on twines.</p> <p>Topic 8 Teaching notes Discuss the legal restrictions on encircling gear.</p> <p>Topic 9 Teaching notes Discuss the legal restrictions on long lines.</p> <p>Topic 10 Teaching notes Discuss the legal restrictions on bottom-set nets.</p> <p>Topic 11 Teaching notes Discuss the legal restrictions on traps.</p>
Evaluation	GE1

Table 12

Session 4: How to check the legality of the gear attachments	
Trainer guidance	The purpose of this session is to enable the trainee to check the legality of any attachments to the gear found on board. The trainer should tailor the course to include only those attachments relevant to the normal field of operations of the trainee.
Additional resources	<p>As the session will need to be adapted according to regional requirements, access to, or full-scale examples or models of, additional material, as required, will be needed from the following list:</p> <ul style="list-style-type: none"> • bottom-side chafer; • top-side chafer; • strengthening bag; • chafing or protection piece; • codline; • pocket-type cod-end; • lifting strap; • round straps; • transversal lacing rope; • flapper; • sieve netting; • strengthening rope; • torquette; • sensors; • floats; • non-specified attachments in common use; • commonly found illegal attachments. <p>These examples should contain a mixture of legal and illegal instances of attachments. In addition, electronic mesh gauges and twine thickness gauges will be required for the establishment of some parameters.</p>
Session topics	<p>The session will deal with establishing the legality or otherwise of various attachments. It will consist of some of the following topics, depending on their regional relevance:</p> <ul style="list-style-type: none"> • Topic 1: Introduction/overview • Topic 2: Bottom-side chafer • Topic 3: Top-side chafer • Topic 4: Strengthening bag • Topic 5: Chafing or protection piece • Topic 6: Codline • Topic 7: Pocket type cod-end • Topic 8: Lifting strap • Topic 9: Round straps • Topic 10: Transversal lacing rope • Topic 11: Flapper • Topic 12: Sieve netting • Topic 13: Strengthening rope • Topic 14: Torquette • Topic 15: Sensors • Topic 16: Floats • Topic 17: Non-specified attachments in common use • Topic 18: Commonly found illegal attachments
Evaluation	GE2

Table 13

Session 5: How to check the legality of the selectivity of the gear	
Trainer guidance	<p>The purpose of this session is to enable the trainee to check the legality of any selectivity devices fitted to the gear found on board. The trainer should tailor the course to include only those selectivity devices relevant to the normal field of operations of the trainee.</p>
Additional resources	<p>As the session will need to be adapted according to regional requirements, access to, or full-scale examples or models of, additional material, as required, will be needed from the following list:</p> <ul style="list-style-type: none"> • headline escape panel; • lengthening/extension piece escape panel; • cod-end escape panel; • square mesh panel; • Bacoma window; • sorting grids; • acoustic deterrent devices. <p>These examples should contain a mixture of legal and illegal instances of selectivity devices.</p> <p>In addition, electronic mesh gauges and twine thickness gauges will be required for the establishment of some parameters.</p>
Session topics	<p>The session will consist of some of the following topics dealing with selectivity devices, depending on their regional relevance:</p> <p>Topic 1 Teaching notes Discuss the legal requirements for headline panels.</p> <p>Topic 2 Teaching notes Discuss the legal requirements for square-mesh panels.</p> <p>Topic 3 Teaching notes Discuss the legal requirements for Bacoma windows.</p> <p>Topic 4 Teaching notes Discuss the legal requirements for T-90 trawls.</p> <p>Topic 5 Teaching notes Discuss the legal requirements for sorting grids.</p> <p>Topic 6 Teaching notes Discuss the legal requirements for acoustic devices.</p>
Evaluation	GE3, MCQ4

Table 14

Session 6: How to check for prohibited gear	
Trainer guidance	The purpose of this session is to enable the trainee to check for the presence of any prohibited gear either on board or in use. The trainer should tailor the course to include only those gear prohibitions relevant to the normal field of operations of the trainee.
Additional resources	None required.
Session topics	<p>The session will consist of some of the following topics dealing with prohibited gear, depending on their regional relevance:</p> <p>Topic 1 Teaching notes Discuss the prohibited gears in Regions 2 and 3, as detailed in Table 7.</p> <p>Topic 2 Teaching notes Discuss the prohibited gears in the Baltic, as detailed in Table 8.</p> <p>Topic 3 Teaching notes Discuss the prohibited gears in the Mediterranean, as detailed in Table 9.</p> <p>Topic 4 Teaching notes Discuss the prohibited gears in the Black Sea, as detailed in Table 10.</p>
Evaluation	MCQ5

Table 15

Session 7: How to check the gear for compliance with recovery measures and SCIPs	
Trainer guidance	<p>The purpose of this session is to introduce the concept of recovery measures to the trainee and subsequently enable the trainee to check the gear for compliance with the technical requirements of these measures.</p> <p>The trainer should tailor the course to include only those recovery measures relevant to the normal field of operations of the trainee.</p>
Additional resources	None required.
Session topics	<p>The session will consist of some of the following topics dealing with recovery measures, depending on their regional relevance:</p> <p>Topic 1 Teaching notes Discuss the extra technical requirements for cod in Region 2, as detailed in Table 11.</p> <p>Topic 2 Teaching notes Discuss the extra technical requirements for northern hake, as detailed in Table 12.</p> <p>Topic 3 Teaching notes Discuss the extra technical requirements for the Celtic Sea, as detailed in Table 13.</p> <p>Topic 4 Teaching notes Discuss the extra technical requirements for southern hake and Norway lobster, as detailed in Table 14.</p> <p>Topic 5 Teaching notes Discuss the extra technical requirements for cod in the Baltic, as detailed in Table 15.</p> <p>Topic 6 Teaching notes Discuss the extra technical requirements for bluefin tuna in the eastern Atlantic and the Mediterranean, as detailed in Table 16.</p>
Evaluation	MCQ6

PART D EVALUATION

1. Evaluation — General

As indicated in the right-hand column of Table 2, some sessions conclude with a trainee evaluation, either in the form of a multiple choice questionnaire (MCQ) or a practical group evaluation (GE), or both. Ideally, and when time permits, a group discussion on the evaluation outcomes should also be held.

2. Multiple choice questionnaire evaluation

Each MCQ should consist of a number of questions relevant to the topics covered in the session. Each question should ideally have four possible answers, only one of which is correct, although this number is sometimes not achievable. All trainees should complete an MCQ individually. Points should be allocated for each correct answer.

When marking MCQ evaluations, the trainer should explore incorrect answers with the trainee to identify the deductions made by the trainee when formulating such answers. The trainer should consider whether there is logic to the trainee's answer and reflect this in the overall score or, alternatively, whether the training provided on the particular issue should be reviewed. Importantly, the trainer should ensure that the trainee is fully aware of the correct response before concluding the session. However, it should be noted that incorrect answers may in part be an outcome of the wording of the question.

Trainers should note that the questions given in the MCQs below are illustrative only and are given for the guidance of the trainer. The trainer should formulate his own questions, taking into account the area of operation of the trainees and any gaps or weaknesses the trainer may have identified in the trainees' knowledge.

In addition, the questionnaires will need to be tailored to the regional aspects of the course, with the questions reflecting the subjects needed to be addressed in a specific region and incorporating the legal specifications particular to that region. The illustrative questions have, where it is necessary, been identified as being for a specific region only, in terms of either the correct answer or the relevance to that region, as follows:

- Regions 2 and 3 (R2/3)
- Baltic Sea (BAL)
- Mediterranean Sea (MED)
- Black Sea (BLK).

Table 16

SESSION 2 — How to check the legality of gear combinations			
EVALUATION: MCQ1			
Trainee name:			
Training reference number:			
Date:			
Q1: A vessel fishing in the North Sea (ICES IVc) is found to be using a trawl of mesh size 100 mm. Also aboard is a trawl of mesh size 25 mm. Is this gear combination legal? (R2/3)			
(a) No			
(b) Depends on whether the 25-mm net is lashed and stowed			
(c) Yes			
Q2: A vessel fishing in ICES VIIIa is found to have used a trawl of mesh size 16 mm and a trawl of mesh size 65 mm in the same voyage, as declared in the logbook. Is this legal? (R2/3)			
(a) No			
(b) Depends on whether the 65-mm net is lashed and stowed.			
(c) Yes			
Q3: A vessel fishing in ICES VIIIc is found to have on board a pelagic trawl of mesh size 16 mm and a purse seine. Is this legal? (R2/3)			
(a) No			
(b) Depends on whether the pelagic trawl is lashed and stowed			
(c) Yes			
(d) Depends on the target species			
Q4: A vessel fishing with a trawl of mesh size 110 mm in the Baltic (ICES subdivision 24) is found to have a gillnet of mesh size 160 mm on board. Is this legal? (BAL)			
(a) No			
(b) Depends on whether the gillnet is lashed and stowed			
(c) Yes			
(d) Depends on the target species			
Q5: A vessel fishing in the territorial waters of Italy is fishing with a trawl which has a cod-end of square mesh of mesh size 40 mm. The vessel is fishing for hake. Also aboard is a trawl which has a cod-end of diamond mesh of mesh size 50 mm. Is this legal? (MED)			
(a) Yes			
(b) Depends on whether the 50 mm net is lashed and stowed			
(c) No			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION ONLY			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (not for distribution)

Question number	Correct answer
1	c
2	b
3	a
4	a
5	c

Table 17

SESSION 3 — How to check the legality of the gear geometry			
EVALUATION: MCQ2			
Trainee name:			
Training reference number:			
Date:			
Q1: A vessel is found to be using a purse seine with a floatline length of 1 850 m. Is this gear legal? (MED)			
(a) Yes			
(b) No			
(c) Depends on the target species			
Q2: The depth of water is 100 m. What is the maximum depth of purse seine which may be used? (MED)			
(a) 70 m			
(b) 35 m			
(c) Depends on the species of marine organisms on the sea bed			
Q3: A vessel is found to have on board a long line with hooks of width 1.0 cm. Is this gear legal? (MED)			
(a) Depends on the catch on board			
(b) No			
(c) Yes			
Q4: A vessel with a crew of six has aboard a bottom-set long line consisting of 6 000 hooks. Is this gear legal? (MED)			
(a) Yes			
(b) No			
(c) Depends on the length of the voyage			
Q5: What is the maximum length of bottom-set gillnet that a vessel of overall length of exactly 12 m is allowed to use? (BAL)			
(a) 21 km			
(b) 9 km			
(c) Depends on the target species			
Q6: What is the maximum length of bottom-set gillnet of drop 11 m that a vessel with a crew of four is allowed to use? (MED)			
(a) 6 000 m			
(b) 500 m			
(c) Depends on the target species			
(d) 4 000 m			
Q7: A vessel is catching octopus with traps at a depth of 500 m. What is the maximum number of traps that can be used? (MED)			
(a) 500			
(b) 250			
(c) No limit			
INDICATE ONLY ONE ANSWER FOR EACH QUESTION			
DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION ONLY			
Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (not for distribution)

Question number	Correct answer
1	a
2	a
3	a
4	c
5	b
6	b
7	c

Table 18

SESSION 5 — How to check the legality of the selectivity of the gear EVALUATION: MCQ3
Trainee name:
Training reference number:
Date:
Q1: The minimum mesh size of a square mesh panel is: (R2/3) (a) 80 mm (b) 70 mm (c) Depends on the mesh size of the trawl (d) Depends on the mesh size of the trawl and the target species (e) Depends on the mesh size of the trawl, the region and the target species
Q2: The minimum length of a square mesh panel is: (R2/3) (a) 2 m (b) Depends on the power of the vessel (c) Depends on the mesh size of the trawl (d) 3 m
Q3: A square mesh panel may be fitted with: (R2/3) (a) Round straps (b) A lifting strap (c) A catch sensor (d) None of the above
Q4: Which of the following statements is not true? Any towed net of minimum mesh size 105 mm used in the Baltic must be fitted with a: (BAL) (a) Square-mesh panel in the lengthening piece (b) Bacoma escape window (c) T-90 lengthening piece and cod-end
Q5: The minimum mesh size of a Bacoma square mesh panel is: (BAL) (a) 80 mm (b) 100 mm (c) Depends on the mesh size of the trawl (d) Depends on the mesh size of the trawl and the target species (e) 120 mm
Q6: A square mesh panel may be fitted with: (BAL) (a) A flapper (b) A back strap (c) A catch sensor (d) None of the above
Q7: The width of a Bacoma square mesh panel cannot be: (BAL) (a) 20 bars (b) 25 bars (c) 30 bars
Q8: The minimum mesh size of a T-90 cod-end is: (BAL) (a) 80 mm (b) 100 mm (c) Depends on the mesh size of the trawl (d) Depends on the mesh size of the trawl and the target species (e) 120 mm
Q9: Which of the following gears, when used in ICES Subdivision IV1 from August to 31 October, does not need to be fitted with acoustic deterrent devices?: (R2/3) (a) A bottom-set gillnet of mesh size 120 mm and length 2 km (b) A bottom-set gillnet of mesh size 120 mm and length 400 m (c) A bottom-set gillnet of mesh size 230 mm and length 20 km

SESSION 5 — How to check the legality of the selectivity of the gear

EVALUATION: MCQ3

Q10: Where acoustic devices must be fitted, at what distance should they be spaced apart?: (R2/3) and (BAL)

- (a) 100 m
- (b) 200 m
- (c) Depends on other technical specifications of the devices

INDICATE ONLY ONE ANSWER FOR EACH QUESTION

DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION ONLY

Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (not for distribution)

Question number	Correct answer
1	d
2	b
3	d
4	a
5	d
6	c
7	c
8	d
9	a
10	c

Table 19

SESSION 6 — How to check for prohibited gear

EVALUATION: MCQ4

Trainee name:
Training reference number:
Date:
<p>Q1: In ICES Division IXa east of longitude 7° 23' 48" W, it is prohibited to use any towed net with a mesh size less than: (R2/3)</p> <ul style="list-style-type: none"> (a) 16 mm (b) 40 mm (c) 32 mm (d) Depends on the target species
<p>Q2: In Regions 2 and 3, it is prohibited to use any beam trawl: (R2/3)</p> <ul style="list-style-type: none"> (a) With a beam length of more than 12 m (b) Of which the aggregate beam length, measured as the sum of the length of each beam, is greater than 24 m (c) With a beam length of more than 9 m (d) With a beam length of more than 8 m
<p>Q3: In the North Sea north of 56° N, the use of which of the following is allowed: (R2/3)</p> <ul style="list-style-type: none"> (a) Any beam trawl of which the mesh size lies between 32 and 99 mm (b) Any demersal otter trawl, demersal pair trawl or Danish seine of which the mesh size lies between 80 and 99 mm (c) Any towed gear of mesh size greater than 100 mm
<p>Q4: In the Kattegat, it is prohibited to use any: (R2/3)</p> <ul style="list-style-type: none"> (a) Beam trawl (b) Dredges (c) Purse seine (d) Danish seine

SESSION 6 — How to check for prohibited gear**EVALUATION: MCQ4**

Q5: In the Baltic, in Subdivisions 22 to 27, it is prohibited to use any fixed gear with a mesh size less than: (BAL)

- (a) 16 mm
- (b) 25 mm
- (c) 32 mm

Q6: In the whole of the Baltic, it is prohibited to use any beam trawl with a mesh size: (BAL)

- (a) Greater than 105 mm
- (b) Less than 90 mm
- (c) Less than 105 mm

Q7: In the Mediterranean, it is completely prohibited to use any dredges: (MED and BLK)

- (a) Within 3 nautical miles of the coast
- (b) Within the 50-m isobath
- (c) Beyond the 1 000-m isobath

Q8: In the Mediterranean, it is prohibited to use any towed net with a cod-end composed of: (MED)

- (a) 50-mm diamond mesh
- (b) 40-mm diamond mesh
- (c) 40-mm square mesh
- (d) Depends on the target species

Q9: In the Mediterranean, it is prohibited to use any towed net with a cod-end composed of: (BLK)

- (a) 50-mm diamond mesh
- (b) 40-mm diamond mesh
- (c) 40-mm square mesh

Q10: Which of the following is incorrect? In the Mediterranean, it is prohibited to use any purse seine: (MED)

- (a) within 300 m of the coast
- (b) within the 50-m isobath
- (c) where the leadline/purseline touches the sea bed
- (d) beyond the 1 000-m isobath

INDICATE ONLY ONE ANSWER FOR EACH QUESTION

DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION ONLY

Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (not for distribution)

Question number	Correct answer
1	b
2	b
3	c
4	a
5	c
6	a
7	c
8	d
9	b
10	d

Table 20

SESSION 7 — How to check the gear for compliance with recovery measures and SCIPs EVALUATION: MCQ5
Trainee name:
Training reference number:
Date:
<p>Q1: In ICES Division VIIa, it is prohibited to use any towed net with a mesh size of 80 to 99 mm unless the net is equipped with: (R2/3)</p> <ul style="list-style-type: none"> (a) A headline panel (b) A headline panel and a square mesh panel (c) A square mesh panel (d) Depends on the target species
<p>Q2: In ICES Sub-area IV, it is prohibited to use any demersal towed net with a mesh size of 100 to 119 mm unless the net is equipped with: (R2/3)</p> <ul style="list-style-type: none"> (a) A headline panel of 150 mm (b) A square mesh panel of 80 mm (c) A square mesh panel of 90 mm (d) Depends on the target species
<p>Q3: In ICES Division IV, it is prohibited to use any beam trawl with a mesh size of greater than 80 mm unless the net is equipped with: (R2/3)</p> <ul style="list-style-type: none"> (a) A headline panel (b) A headline panel and a square mesh panel (c) A square mesh panel (d) Depends on the target species
<p>Q4: In ICES Divisions VIII a, b, d and e, the maximum number of meshes permitted in the circumference of the cod-end of any demersal otter trawl is: (R2/3)</p> <ul style="list-style-type: none"> (a) 80 (b) 100 (c) 120 (d) 200
<p>Q5: In ICES Divisions VIII f and VIIg, the seine net of a vessel of 100 kw must be fitted with: (R2/3)</p> <ul style="list-style-type: none"> (a) A headline panel of 150 mm (b) A square mesh panel of at least 100 mm fitted in the lengthening piece (c) A square mesh panel of at least 100 mm fitted in the cod-end (d) A square mesh panel of at least 80 mm fitted in the cod-end
<p>Q6: In the Baltic, in ICES Subdivisions 22 to 24 and from 1 to 30 April, it is permitted to use: (BAL)</p> <ul style="list-style-type: none"> (a) A bottom trawl of mesh size 90 mm (b) A Danish seine of 100 mm (c) A bottom-set long line (d) A bottom-set gillnet of 100 mm (e) An otter trawl of 16 mm
<p>Q7: In the area enclosed by straight lines joining the following geographical coordinates: 55° 00' N, 19° 14' E 54° 48' N, 19° 20' E 54° 45' N, 19° 19' E 54° 45' N, 18° 55' E 55° 00' N, 19° 14' E, and from 1 May to 31 October it is prohibited to use: (BAL)</p> <ul style="list-style-type: none"> (a) A trammel net of 160 mm (b) A Danish seine of 100 mm (c) A bottom-set longline (d) A bottom-set gillnet of 100 mm (e) A bottom trawl of mesh size 90 mm

SESSION 7 — How to check the gear for compliance with recovery measures and SCIPs
EVALUATION: MCQ5

Q8: On 15 June, in the Mediterranean, a purse seiner is inspected taking on board a catch of bluefin tuna. Is this a legal activity? (MED)

- (a) Depends on other external factors
- (b) Yes
- (c) No

Q9: On 1 July, in the Mediterranean at 11° E, a pelagic longliner is inspected taking on board a catch of bluefin tuna; the vessel is registered as being 26 m overall length and has the correct fishing permits and quota opportunities. Is this a legal activity?: (MED)

- (a) Depends on other external factors
- (b) Yes
- (c) No

INDICATE ONLY ONE ANSWER FOR EACH QUESTION

DO NOT WRITE BELOW THIS POINT: FOR ADMINISTRATION ONLY

Evaluation	CORRECT	TOTAL	Trainer's comments

Correct answers (Not for distribution)

Question number	Correct answer
1	b
2	c
3	a
4	c
5	c
6	e
7	a
8	c
9	c

3. Group exercise evaluation

For group evaluations, the trainees should be split into groups, with a maximum of three trainees per group; this will depend on the availability of the resources required. During the exercise, the trainer should ensure that the trainees all tackle each objective, by taking turns.

Table 21

SESSION 1 — How to compare gear in use with the information recorded by the master EVALUATION: GE1
Group number:
Group members:
Training reference number:
Date:
<p>Group exercise: This exercise requires the trainees to work in groups in order to cover the subject matter effectively. However, evaluation should still be on an individual basis, with trainers observing the performance of each individual as a contributor to the group.</p> <p>Exercise objectives: The trainee should be able to demonstrate:</p> <ul style="list-style-type: none"> • a familiarity with the FAO gear codes relevant to the area of operation; • the ability to cross-check the observed gear in use with the entry in the logbook, either in paper or electronic format. <p>Exercise content: The exercise should be carried out as a whole group, with the trainer suggesting different scenarios as regards gear in use and asking the trainees to provide the correct answers as to what should be recorded in the logbook.</p> <p>Evaluation criteria: The trainee should be assessed for competency/understanding of the above procedures.</p>
Trainer's notes:

Table 22

SESSION 3 — How to check the legality of the gear geometry EVALUATION: GE2
Group number:
Group members:
Training reference number:
Date:
<p>Group exercise: This exercise requires the trainees to work in groups in order to cover the subject matter effectively. However, evaluation should still be on an individual basis, with trainers observing the performance of each individual as a contributor to the group.</p> <p>Exercise objectives: The trainee should be able to demonstrate the ability to competently carry out the following procedures, where applicable under regional requirements:</p> <ul style="list-style-type: none"> • check the legality or otherwise of a cod-end, in terms of: <ul style="list-style-type: none"> — whether it is a balloon cod-end or not; — whether the circumference conforms to the relevant legislation; — whether the relationship between the cod-end and lengthening piece conforms to the relevant legislation. • check the legality or otherwise of a transversal lacing rope; • check the legality or otherwise of the netting itself, in terms of: <ul style="list-style-type: none"> — whether any square mesh netting conforms to the relevant legislation; — whether the mesh geometry conforms to the relevant legislation; — whether the twine conforms to the relevant legislation. <p>Exercise content: Each group of two or three trainees should be presented with an example of fishing gear (either full-scale or a model, depending on circumstance) containing one or more of the relevant examples of geometry. The group should be asked to determine the legality of the geometry, by examining the gear and by cross-referencing with the correct legislation. The group members should rotate the tasks required so that each trainee is given an opportunity to demonstrate his abilities.</p> <p>Evaluation criteria: The trainee should be assessed for competency/understanding of the above procedures.</p>
Trainer's notes:

Table 23

SESSION 4 — How to check the legality of the gear attachments EVALUATION: GE3
Group number:
Group members:
Training reference number:
Date:
<p>Group exercise: This exercise requires the trainees to work in groups in order to cover the subject matter effectively. However, evaluation should still be on an individual basis, with trainers observing the performance of each individual as a contributor to the group.</p> <p>Exercise objectives: The trainee should be able to demonstrate the ability to competently carry out the following procedures, where applicable under regional requirements:</p> <ul style="list-style-type: none"> • check the legality or otherwise of permitted attachments; • identify any other attachments in common use; • identify any illegal attachments. <p>Exercise content: Each group of two or three trainees should be presented with an example of fishing gear (either full-scale or a model, depending on circumstance) containing one or more of the relevant examples of attachments. These examples of attachments should be a mix of both legal and illegal. The group should be asked to determine the legality of the attachments, by examining the gear and by cross-referencing with the correct legislation. The group members should rotate the tasks required so that each trainee is given an opportunity to demonstrate his abilities.</p> <p>Evaluation criteria: The trainee should be assessed for competency/understanding of the above procedures.</p>
Trainer's notes:

Table 24

SESSION 5 — How to check the legality of the selectivity of the gear EVALUATION: GE4
Group number:
Group members:
Training reference number:
Date:
<p>Group exercise: This exercise requires the trainees to work in groups in order to cover the subject matter effectively. However, evaluation should still be on an individual basis, with trainers observing the performance of each individual as a contributor to the group.</p> <p>Exercise objectives: The trainee should be able to demonstrate the ability to competently carry out the following procedures, where applicable under regional requirements:</p> <ul style="list-style-type: none"> • check the legality or otherwise of: <ul style="list-style-type: none"> — headline panel; — square mesh panel; — Bacoma window; — T-90 trawl; — sorting grid; — acoustic deterrent devices. <p>Exercise content: Each group of two or three trainees should be presented with an example of fishing gear (either full-scale or a model, depending on circumstance) containing one or more of the relevant examples of selectivity devices. These examples of such devices should be a mix of both legal and illegal. The group should be asked to determine the legality of the selectivity devices, by examining the gear and by cross-referencing with the correct legislation. The group members should rotate the tasks required so that each trainee is given an opportunity to demonstrate his abilities.</p> <p>Evaluation criteria: The trainee should be assessed for competency/understanding of the above procedures.</p>
Trainer's notes:

