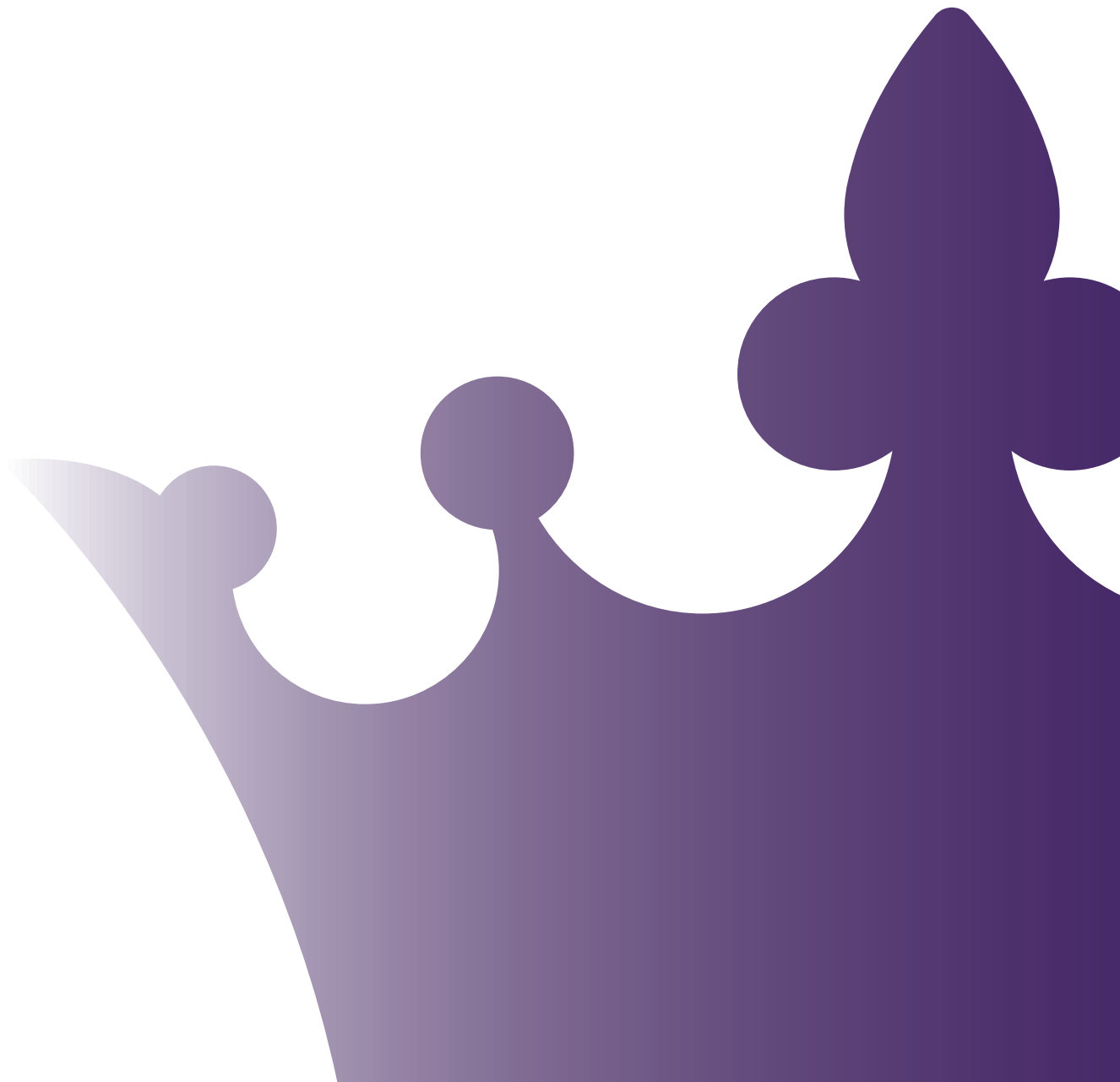




Qualification Handbook

Fisheries and Marine Enforcement



Qualification Handbook

SFJ Awards Level 3 Certificate in Fisheries and Marine Enforcement

Qualification Number: 601/2853/7

Version	Date of issue	Amendment(s)	Page
V3	03.08.17	Section 2.4 Add Total Qualification Time	6-7
		Update Section 2.9 Use of Languages	7
		Update Section 3 Centre Requirements (no change to requirements)	8
		Update Section 4 Assessment (no change to requirements, more information provided)	9-18
		Add SFJ Awards copyright	31
V2	14.12.15	Update SFJ Awards contact details	4
		Remove references to QCF	Various
		Add SFJ Awards unit numbering	Various

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1 Introduction

1.1 About us

SFJ Awards is part of the Skills for Health and Justice Group. For over 10 years Skills for Health and Skills for Justice have been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time both Skills for Health and Skills for Justice have earned an enviable reputation for their knowledge of the sectors and their proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers they represent.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal, Armed Forces and Health sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient, customer-led service, providing excellent value for money.

1.2 Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

1.3 Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards
Consult House
Meadowcourt Business Park
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970

E-mail: info@sfjawards.com

Website: www.sfjawards.com

2 The Qualification

2.1 Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 3 Certificate in Fisheries and Marine Enforcement

The main objective of this qualification is to provide learners with the knowledge and skills to carry out the role of a warranted Marine Enforcement Officer (MEO) or Inshore Fisheries and Conservation Officer (IFCO).

The qualification covers:

- The UK and EU legislation governing a wide range of marine activities
- The powers and jurisdiction of the role(s)
- The procedures to be followed when carrying out inspections of vessels, vehicles or premises for compliance with UK and EU marine environmental legislation
- The procedures and legislative requirements when conducting fisheries and marine enforcement investigations

2.2 Pre-entry Requirements

Individuals undertaking this qualification must be a warranted MEO or IFCO as appointed under the Marine and Coastal Access Act 2009, or working towards becoming warranted.

2.3 Units and Rules of Combination

This qualification is made up of 4 mandatory units. To be awarded the qualification the candidate must achieve a total of 27 credits from the mandatory units listed in the table below.

Mandatory Units				
Unit Number	Ofqual Reference	Unit Title	Level	Credit Value
L3-FME-01	F/506/1321	Understanding fisheries and marine environmental legislation	3	9
L3-FME-02	J/506/1322	Understanding fisheries and marine enforcement powers	3	3
L3-FME-03	L/506/1323	Conduct fisheries and marine enforcement compliance inspections	3	8
L3-FME-04	R/506/1324	Conduct fisheries and marine enforcement investigations	3	7

The detailed content of each of the units is provided in Section 5.

2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.¹

- (a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- (b) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

Please note these are estimated hours. It is the responsibility of centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of guided learning hours will vary from one centre to another according to learners' needs.

Guided learning hours consist of all occasions when a member of training centre staff is present to give specific guidance towards the learning aim of the programme. This definition includes lectures, tutorials, supervised study and assignments. It does not include hours where supervision or assistance is of a general nature and is not specific to learners' study.

¹ Total Qualification Time criteria, Ofqual September 2015
<https://www.gov.uk/government/publications/total-qualification-time-criteria>

The Total Qualification Time and Guided Learning Hours for this qualification are as follows:

Qualification Title	TQT	GLH
SFJ Awards Level 3 Certificate in Fisheries and Marine Enforcement	270	105

2.5 Age Restriction

This qualification is available to learners aged 18 years and over.

2.6 Opportunities for Progression

Achievement of this qualification will provide the holder with skills that contribute towards the successful execution of roles and responsibilities of a MEO or IFCO. It could be taken into account by employers of MEOs or IFCOs advertising enforcement positions and allow holders to demonstrate their transferable knowledge and skills when applying for similar positions with other external enforcement agencies.

2.7 Exemption

No exemptions have been identified.

2.8 Credit Transfer

Credits from identical units that have already been achieved by the learner may be transferred.

2.9 Use of Languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website www.sfjawards.com or on request from SFJ Awards.

3 Centre Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures and is available in the centres' area of the SFJ Awards website <http://sfjawards.com/approved-centres>.

Centres are responsible for ensuring that their assessor and internal quality assurance staff:

- are occupationally competent and/or knowledgeable as appropriate to the assessor or IQA role they are carrying out
- have current experience of assessing/internal quality assuring as appropriate to the assessor or IQA role they are carrying out, and
- have access to appropriate training and support.

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website www.sfjawards.com or on request from SFJ Awards.

4 Assessment

4.1 Qualification Assessment Methods

SFJ Awards Level 3 Certificate in Fisheries and Marine Enforcement

Assessment methods that can be used for this qualification are as follows:

- Multiple Choice Examination
- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, reflective accounts)
- Practical Demonstration / Assignment

4.2 Assessors

4.2.1 Occupational Competence

Due to the risk-critical nature of the work, particularly when assessing in the justice and health sectors, and the legal implications of the assessment process, assessors must understand the nature and context of the learners' work. This means that assessors must be occupationally competent. Each assessor must therefore be, according to current sector practice, competent in the functions covered by the units they are assessing. They will have gained their occupational competence by working within the sector relating to the units or qualification they are assessing.

Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager.

4.2.2 Occupational Knowledge

Where assessors are assessing knowledge-based qualifications, they must be occupationally knowledgeable.

4.2.3 Qualification Knowledge

Assessors must be familiar with the qualification units they are assessing. They must be able to interpret and make judgements on current working practices and technologies within the area of work.

4.2.4 Assessor Competence

Assessors must be able to make valid, reliable and fair assessment decisions. To demonstrate their competence, assessors must be:

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement² or Police Sector Standard for the Training of Assessors, Assessor Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement or testimonials.

4.2.5 Continuing Professional Development

Assessors must actively engage in continuous professional development activities to maintain:

- occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an assessor.

4.3 Internal Quality Assurers

4.3.1 Occupational Knowledge

Internal quality assurers (IQAs) must be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work, particularly in the justice and health sectors, and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units.

4.3.2 Qualification Knowledge

IQAs must understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring.

Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.

4.3.3 Internal Quality Assurer Competence

IQAs must occupy a position in the organisation that gives them the authority and resources to:

² National Occupational Standards for Learning and Development, LLUK 2010

- coordinate the work of assessors
- provide authoritative advice
- call meetings as appropriate
- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose
- visit and observe assessment practice
- review the assessment process by sampling assessment decisions
- ensure that assessment has been carried out by assessors who are occupationally competent, or for knowledge-based qualifications occupationally knowledgeable, in the area they are assessing
- lead internal standardisation activity
- resolve differences and conflicts on assessment decisions.

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment³ or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement or testimonials.

4.3.4 Continuing Professional Development

IQAs must actively engage in continuous professional development activities to maintain:

- occupational knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an IQA.

4.4 External Quality Assurers

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards is responsible for ensuring that their external quality assurance team have:

- sufficient occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support.

³ National Occupational Standards for Learning and Development, LLUK 2010

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

4.4.1 External Quality Assurer Competence

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification.

4.4.2 Continuing Professional Development

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

4.5 Expert Witnesses

Expert witnesses, for example line managers and supervisors, can provide evidence that a learner has demonstrated competence in an activity. Their evidence contributes to performance evidence and has parity with assessor observation. Expert witnesses do not however perform the role of assessor.

4.5.1 Occupational Competence

Expert witnesses must, according to current sector practice, be competent in the functions covered by the units for which they are providing evidence.

They must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification unit that they are witnessing as a practitioner, trainer or manager.

4.5.2 Qualification Knowledge

Expert witnesses must be familiar with the qualification unit(s) and must be able to interpret current working practices and technologies within the area of work.

4.6 Assessing Competence

The purpose of assessing competence is to make sure that an individual is competent to carry out the activities required in their work. Assessors gather and judge evidence during normal work activities to determine whether the learner demonstrates their competence against the standards in the qualification unit(s). Competence should be demonstrated at a level appropriate to the qualification. The skills required at the different qualification levels

are defined in Ofqual's level descriptors.⁴ Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Evidence must be:

- Valid
- Authentic
- Sufficient
- Current
- Reliable.

Assessment should be integrated into everyday work to make the most of opportunities that arise naturally within the workplace.

4.7 Methods for Assessing Competence

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that the learning outcomes and assessment criteria have been met.

Assessors need to be able to select the right assessment methods for the competences that are being assessed, without overburdening the learner or the assessment process, or interfering with everyday work activities. SFJ Awards expects assessors to use a combination of different assessment methods to make a decision about an individual's occupational competence. Further information on assessment methods is provided below and also in the SFJ Awards Assessment Policy.

4.7.1 Observation

SFJ Awards believes that direct observation in the workplace by an assessor or testimony from an expert witness is preferable as it allows for authenticated, valid and reliable evidence. Where learners demonstrate their competence in a real work situation, this must be done without the intervention from a tutor, supervisor or colleague.

However SFJ Awards recognises that alternative sources of evidence and assessment methods may have to be used where direct observation is not possible or practical.

4.7.2 Testimony of witnesses and expert witnesses

Witness testimonies are an accepted form of evidence by learners when compiling portfolios. Witness testimonies can be generated by peers, line managers and other individuals working closely with the learner. Witnesses are defined as being those people who are occupationally expert in their role.

⁴ Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015, www.gov.uk/government/publications/qualification-and-component-levels

Testimony can also be provided by expert witnesses who are occupationally competent **and** familiar with the qualification unit(s). Assessors will not need to spend as long assessing expert witness testimony as they would a witness testimony from a non-expert. Therefore if expert witnesses are involved in the assessment strategy for a qualification a greater number of learners can be managed by a smaller number of assessors.

The assessor is however responsible for making the final judgement in terms of the learner meeting the evidence requirements for the qualification unit(s).

4.7.3 Work outputs (product evidence)

Examples of work outputs include plans, reports, budgets, photographs, videos or notes of an event. Assessors can use work outputs in conjunction with other assessment methods, such as observation and discussion, to confirm competence and assure authenticity of the evidence presented.

4.7.4 Professional discussion

Discussions allow the learner to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio records of discussions must be maintained.

4.7.5 Questioning the learner

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio records of all questioning must be maintained.

4.7.6 Simulations

Simulations may take place either in a non-operational environment which is not the learner's workplace, for example a training centre, or in the workplace. Proposed simulations must be reviewed to ensure they are fit for purpose as part of the IQA's pre-delivery activity.

Simulations can be used when:

- the employer or assessor consider that evidence in the workplace will not be demonstrated within a reasonable timeframe
- there are limited opportunities to demonstrate competence in the workplace against all the assessment criteria
- there are health and safety implications due to the high risk nature of the work activity
- the work activity is non-routine and assessment cannot easily be planned for
- assessment is required in more difficult circumstances than is likely to happen day to day.

Simulations must follow the principles below:

1. The nature of the contingency and the physical environment for the simulation must be realistic
2. Learners should be given no indication as to exactly what contingencies they may come across in the simulation
3. The demands on the learner during the simulation should be no more or less than they would be in a real work situation
4. Simulations must be planned, developed and documented by the centre in a way that ensures the simulation correctly reflects what the specific qualification unit seeks to assess and all simulations should follow these documented plans
5. There should be a range of simulations to cover the same aspect of a unit and they should be rotated regularly.

4.8 Assessing Knowledge and Understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.⁵ Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

⁵ Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015 www.gov.uk/government/publications/qualification-and-component-levels

4.9 Methods for Assessing Knowledge and Understanding

Qualifications may be assessed using any method, or combination of methods in Section 4.1, which clearly demonstrate that knowledge-based learning outcomes and assessment criteria have been met. Evidence of assessment, examples listed below, can be included in a portfolio of evidence.

- a) Written tests in a controlled environment
- b) Multiple choice questions
- c) Evidenced question and answer sessions with assessors
- d) Evidenced professional discussions
- e) Written assignments (including scenario-based written assignments).

Where written assessments are used centres must maintain a sufficient bank of assignments which are changed regularly.

4.10 Assessment Planning

Planning assessment allows a holistic approach to be taken, which focuses on assessment of the learner's work activity as a whole. This means that the assessment:

- reflects the skills requirements of the workplace
- saves time
- streamlines processes
- makes the most of naturally occurring evidence opportunities.

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process; assessors can therefore be sure that learners have had sufficient opportunity to acquire the skills and knowledge to perform competently and consistently to the standards before being assessed. The assessment is therefore a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

4.11 Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

4.11.1 Internal standardisation

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

4.11.2 External standardisation

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy and the SFJ Awards Standardisation Policy.

4.12 Recognition of Prior Learning (RPL)

‘Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification)’.⁶

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

4.13 Equality and Diversity

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

Reasonable adjustments are made to ensure that learners who are disabled are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

⁶ After the QCF: A New Qualifications Framework, Ofqual 2015
<https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework>

4.14 Health and Safety

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

5 Qualification Units

Unit:	L3-FME-01	F/506/1321
Title:	Understanding fisheries and marine environmental legislation	
Level:	3	
Credit Value:	9	
Guided Learning Hours:	40	
Unit aim:	<p>This unit is about the learner demonstrating knowledge of the legislation that they are employed to enforce. This includes knowledge of different types of legislation at national and European level, and the differences between primary and secondary legislation. The learner should have knowledge of the main components of fisheries legislation, where to find specific details or offences, and be able to describe the underlying principles behind key pieces of legislation. The learner should also have knowledge of the main pieces of marine environmental legislation that regulate the wide range of marine activities that Marine Enforcement Officers (MEOs) / Inshore Fisheries and Conservation Officers (IFCOs) have enforcement responsibility for.</p>	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Amplification to aid development of assessment tools
1. Understand legislative frameworks and fisheries and marine environmental legislation	1.1 Classify different forms of legislation	The learner will need to classify the difference between UK and EU legislation, primary and secondary legislation and byelaws
	1.2 Summarise the key aims of the Common Fisheries Policy (CFP)	The learner will need to explain the rationale behind the CFP and identify its key measures regarding: <ul style="list-style-type: none"> - conservation - fleet structure - common market organisation - external fisheries
	1.3 Explain regulations concerning fisheries access and closed areas	Learners will need to explain the following: <ul style="list-style-type: none"> - BFLs and associated jurisdiction - principle of equal access - access rights within 0-6nm - access rights within 6-12nm - how Third Country access is regulated - access across IFCA jurisdictions

	<p>1.4 Explain regulations concerning catch limits</p>	<p>Learners will need to explain the following:</p> <ul style="list-style-type: none"> - Total Allowable Catches (TACs) and how they are determined - Member States' quotas and how they are allocated - where to find TACs and quotas for certain stocks and / or certain Member States - how the UK's quotas are managed - catch limits applicable through IFCA byelaws
	<p>1.5 Explain regulations concerning technical conservation measures</p>	<p>Learners will need to explain the following:</p> <ul style="list-style-type: none"> - the principle behind technical conservation measures - catch compositions and their relevance to declared mesh size ranges - the relevance of live-weight in technical conservation measures and how conversion factors are used - regulations concerning codend circumferences - regulations concerning square-meshed panels - regulations concerning twine thickness - regulations concerning minimum sizes - regulations concerning scallop dredges - regulations concerning closed areas - regulations concerning prohibited fishing methods - regulations concerning Acoustic Deterrent Devices - technical conservation measures applicable through IFCA byelaws
	<p>1.6 Explain regulations concerning control measures</p>	<p>Learners will need to explain the following:</p> <ul style="list-style-type: none"> - the principle behind control measures - regulations concerning Vessel Monitoring System - documents to be carried onboard - regulations concerning logbooks / elogbooks - regulations concerning landing declarations - regulations concerning margin of tolerance - regulations concerning multi-annual plans - regulations concerning effort management - regulations concerning transshipment - control requirements for species subject to multiannual plans - regulations concerning transport documents

		<ul style="list-style-type: none"> - regulations concerning sales notes - regulations concerning buyers and sellers of first-sale fish - three-letter alpha codes for common commercially fished species
	1.7 Explain regulations concerning fishing authorisations	<p>Learners will need to explain a range of the following (suitable to their role):</p> <ul style="list-style-type: none"> - requirements for a fishing licence - different categories of licences - information held on the front of a licence - information held in the annexes of a licence - the Economic Link condition - the Compliance Visiting condition - designated ports and prior notification requirements - information held within a permit - the different types of permits - the requirements for a fishing permit - the requirements for a several order - the requirements for a regulating order
	1.8 Explain regulations concerning marine licensing	<p>Learners will need to explain a range of the following (suitable to their role):</p> <ul style="list-style-type: none"> - activities requiring a marine licence - activities exempted from requiring a marine licence - regulations and offences relating to a marine licence
	1.9 Explain regulations concerning protected marine species	<p>Learners will need to explain the following:</p> <ul style="list-style-type: none"> - regulations concerning European Protected Species - regulations concerning marine species protected at national level - regulations concerning seals - regulations concerning prohibited species for fisheries
	1.10 Explain regulations concerning Marine Protected Areas (MPAs)	<p>Learners will need to explain the following:</p> <ul style="list-style-type: none"> - regulations concerning Marine Conservation Zones - regulations concerning Special Protection Areas - regulations concerning Special Areas of Conservation - MMO management measures for MPAs,

		including byelaws
2. Understand fisheries management responsibilities	<p>2.1 Explain who has responsibility for management of fisheries:</p> <ul style="list-style-type: none"> • at various levels • in different areas 	<p>Learners will need to explain the fisheries management responsibilities of a range of the following:</p> <ul style="list-style-type: none"> - European Union - European Fisheries Control Agency - EU Member States - UK Managing Authorities (Marine Management Organisation, Marine Scotland, Welsh Government, Department of Agriculture and Rural Development, Crown Dependencies) - Inshore Fisheries and Conservation Authorities - Environment Agency - Regional Fisheries Management Organisations - Total Allowable Catch Working Groups and Regional Advisory Councils
Assessment Methods:		<p>Multiple Choice Questions (MCQs)</p> <p>Written answers to set questions</p> <p>Professional discussion</p> <p>Assessor / trainer oral questioning</p>

Unit:	L3-FME-02	J/506/1322
Title:	Understanding fisheries and marine enforcement powers	
Level:	3	
Credit Value:	3	
Guided Learning Hours:	15	
Unit aim:	This unit is about the learner demonstrating their knowledge of their powers as a warranted Marine Enforcement Officer (MEO) / Inshore Fisheries and Conservation Officer (IFCO). This includes knowledge of the extent and limitations of their powers, where their jurisdiction lies, what offences there are in relation to their powers and where British Sea Fishery Officer (BSFO) powers are applicable to them.	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Amplification to aid development of assessment tools
1. Understand the legislative and organisational background to marine enforcement powers	1.1 Identify the legislation that affords powers to officers conducting marine enforcement	Learners will need to identify the legislation that affords powers to MEOs / IFCOs and the legislation that affords powers to BSFOs, and identify the difference between a MEO and BSFO and correctly identify which powers would apply in a variety of scenarios
	1.2 Explain key components of organisational enforcement policy	Learners will need to explain key components of one of the following (suitable to the role): - MMO Compliance and Enforcement Strategy - IFCA enforcement policy
2. Understand the applicability of marine enforcement powers	2.1 Explain the powers of officers conducting marine enforcement	Learners will need to explain MEO / IFCO Common Enforcement Powers and Specified Enforcement Powers as per the Marine and Coastal Access Act 2009
	2.2 Explain own legal and organisational liabilities as an officer conducting marine enforcement	Learners will need to explain: - appropriate actions when conducting marine enforcement and when Human Rights of an individual may be breached - what notices must be served when exercising different enforcement powers
	2.3 Explain legal obligations of regulated persons in relation to marine enforcement	Learners will need to explain offences that may be committed by an individual when MEOs / IFCOs are conducting marine enforcement in relation to the Marine and Coastal Access Act 2009

Assessment Methods:	Multiple Choice Questions (MCQs) Written answers to set questions Professional discussion Assessor / trainer oral questioning
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Unit:	L3-FME-03	L/506/1323
Title:	Conduct fisheries and marine enforcement compliance inspections	
Level:	3	
Credit Value:	8	
Guided Learning Hours:	20	
Unit aim:	This unit is about the learner demonstrating the procedures to be undertaken when inspecting a vessel, vehicle or premises for compliance with UK and EU marine environmental legislation. This includes interrogating electronic databases prior to inspection, following correct procedures during different types of inspection and recording and reporting information obtained from inspections in the appropriate ways.	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Amplification to aid development of assessment tools
1. Be able to carry out the relevant procedures prior to compliance inspections	1.1 Interrogate relevant information systems prior to compliance inspections	The learner will need to show that they can interrogate the Monitoring and Control Surveillance System (MCSS), Fishing Activity Database (FAD) and / or other relevant databases and information sources
	1.2 Use appropriate Personal Protective Equipment (PPE)	The learner will need to identify the required PPE to be used in different inspection scenarios and demonstrate correct usage
2. Be able to conduct compliance inspections	2.1 Carry out document compliance inspections on fishing vessels	The learner will need to identify all the required documentation to be carried by various fishing vessels and the relevant information on catch retained onboard, gear used, areas fished and fishing effort declared
	2.2 Carry out catch compliance inspections on fishing vessels	The learner will need to demonstrate a range of the following (suitable to their role): <ul style="list-style-type: none"> - identification of common commercially fished species - weighing procedures in accordance with organisational guidelines - measuring procedures in accordance with legal requirements for determining minimum size compliance - calculation of catch assessment based on sample weighing - calculation of catch composition onboard to determine catch composition compliance - application of conversion factors correctly

		- calculation of margin of tolerance to determine 10% margin of tolerance compliance
	2.3 Carry out gear compliance inspections on fishing vessels	<p>The learner will need to demonstrate a range of the following (suitable to their role):</p> <ul style="list-style-type: none"> - procedure for determining mesh size of a net - procedure for determining circumference of a towed net - procedure for determining twine thickness of a towed net - procedure for determining mesh size of a square-meshed panel - procedure for determining compliance of a headline panel - identification of various net attachments on towed gear - identification of a variety of methods of towed and fixed gear fishing - identification of illegal attachments - competent use of EU Omega Gauge - calculation of hanging ratio for fixed nets - procedure for determining compliance of scallops dredges - procedure for determining compliance of Acoustic Deterrent Devices
	2.4 Carry out vehicle compliance inspections	The learner will need to demonstrate the procedure for determining compliance of a transporter of fish and identify required documentation for transporters of first-sale fish
	2.5 Carry out premises compliance inspections	The learner will need to demonstrate the procedure for determining compliance at premises dealing with fishery products
	2.6 Maintain personal health and safety whilst performing inspections	The learner will need to demonstrate safe and secure working practices whilst undertaking inspection activities in accordance legal requirements and organisational health and safety policy
3. Be able to carry out the relevant procedures after compliance inspections	3.1 Take notes in accordance with organisational procedures	The learner will need to demonstrate good note-taking practices in accordance with organisational best practice
	3.2 Report inspections in accordance with organisational procedures	The learner will need to demonstrate the procedures for reporting details of a compliance inspection in the appropriate formats

Assessment Methods:

Multiple Choice Questions (MCQs)

Written answers to set questions

Professional discussion

Assessor / trainer oral questioning

Assessor / trainer assessment of inspection(s)

Assessor / trainer assessment of notebooks from previous inspections

Unit:	L3-FME-04	R/506/1324
Title:	Conduct fisheries and marine enforcement investigations	
Level:	3	
Credit Value:	7	
Guided Learning Hours:	30	
Unit aim:	This unit is about the learner demonstrating knowledge of the procedures and legislative requirements involved in conducting an investigation into alleged offences. This includes knowledge of the various legislation in place which investigators must adhere to and knowledge of organisational and national best practice guidance on a variety of investigative procedures, from initial gathering and handling of information, notebook management, conducting interviews and searches, handling evidence, writing and taking witness statements, through to completing a case file suitable for court proceedings. This unit also includes knowledge of providing evidence in court cases.	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	Amplification to aid development of assessment tools
1. Understand legislative and organisational procedures for criminal investigations	1.1 Summarise the legislative framework that governs investigators of criminal offences	The learner will need to identify the following: <ul style="list-style-type: none"> - the legislation which governs how investigations are conducted - the legal requirements relating to surveillance and sources of information - the legal requirements relating to interviews under caution - the legal requirements relating to searches - the legal requirements relating to seizing and handling of evidence - the legal requirements relating to disclosure of evidence - the legal requirements relating to human rights
	1.2 Explain organisational procedures for initiating an investigation	The learner will need to do the following: <ul style="list-style-type: none"> - explain the process by which an investigation is initiated within the organisation - identify the elements of an offence - identify the different investigative tools available when conducting an investigation - explain the different roles fulfilled in an investigation

	1.3 Explain the procedures when providing information in formal hearings	The learner will need to explain the following: <ul style="list-style-type: none"> - the reasons why a MEO / IFCO would be asked to provide information in court proceedings - the nature of information provided in court proceedings - the roles of those involved in court proceedings
	1.4 Explain organisational procedures for intelligence handling	The learner will need to explain the following: <ul style="list-style-type: none"> - difference between information and intelligence - what actions should be taken when receiving information - how the organisation handles and disseminates intelligence
	1.5 Explain the procedures relating to observations and surveillance, use of informants and interception of communications	The learner will need to explain the following: <ul style="list-style-type: none"> - what surveillance is and what surveillance can and cannot be carried out in relation to current legislation in a variety of scenarios - the definition of Covert Human Intelligence Sources and legal requirements governing their use - the legal requirements relating to interception of communications
	1.6 Explain the procedures relating to searches	The learner will need to do the following: <ul style="list-style-type: none"> - identify scenarios in which MEOs / IFCOs may or may not conduct a search - explain powers of 'seize and sift' - explain best practice and the different roles fulfilled when conducting a search - explain procedures for seizing evidence
	1.7 Explain the procedures relating to evidence handling	The learner will need to explain how to maintain the integrity and continuity of evidence / exhibits and how to create an exhibit
	1.8 Explain the procedures relating to disclosure	The learner will need to explain used, unused, sensitive and non-sensitive material and identify when disclosure of material would and would not be necessary in a variety of scenarios
2. Be able to carry out investigations and complete prosecution case files	2.1 Interview suspects in accordance with procedures	The learner will need to do the following: <ul style="list-style-type: none"> - state the caution and explain it as per organisational / legislative guidance - identify when the caution is to be issued to a suspect - explain pre-interview disclosure and what this may or may not consist of - explain rights of suspect in interview

		<ul style="list-style-type: none"> - explain role of legal representation for suspect in interview - explain procedures when dealing with vulnerable suspects - explain how significant statements are dealt with in interview - demonstrate application of the Plan-Explain-Account-Challenge-Evaluate (PEACE) model of interviewing - demonstrate use of appropriate questions / styles of questioning - fulfil the role of lead and secondary interviewers appropriately - demonstrate the appropriate use of exhibits in interviews - explain the purpose of a Short Descriptive Note and demonstrate how to produce one
	2.2 Write witness statements in accordance with procedures	The learner will need to demonstrate good practice in statement writing
	2.3 Complete prosecution case files in accordance with procedures	The learner will need to explain what each of the main Manual of Guidance (MG) Forms are used for and demonstrate how to complete each of the main MG Forms
Assessment Methods:		<ul style="list-style-type: none"> Multiple Choice Questions (MCQs) Written answers to set questions Professional discussion Assessor / trainer oral questioning Assessor / trainer assessment of recently completed investigation case file Assessor / trainer assessment of mock investigation scenario

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