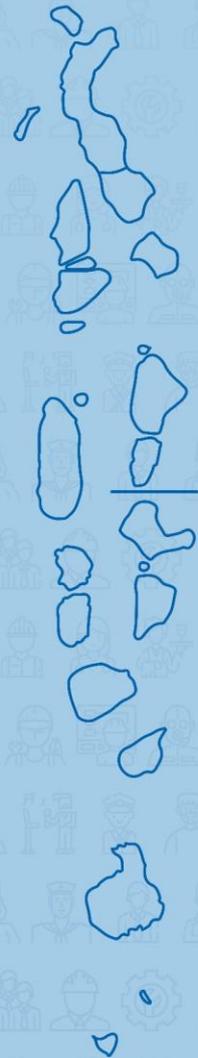**TVET**

Technical and Vocational Education and Training Authority

National Competency Standard for Snorkeling Guide

Standard Code: TOUS03V1/20

Qualification Name: National Certificate III in Snorkel Guiding
Qualification Code: TOUS03Q01L3V1/20

PREFACE

Technical and Vocational Education and Training (TVET) Authority was established with the vision to develop a TVET system in the Maldives that is demand driven, accessible, beneficiary financed and quality assured, to meet the needs of society for stability and economic growth, the needs of Enterprise for a skilled and reliable workforce, the need of young people for decent jobs and the needs of workers for continuous mastery of new technology.

TVET system in the Maldives flourished with the Employment Skills Training Project (ESTP) funded by ADB with the objective of increasing the number of Maldivians, actively participating in the labor force, employed and self-employed. The Project supported expansion of demand driven employment-oriented skills training in priority occupations and to improve the capacity to develop and deliver Competency Based Skill Training (CBST). The project supported delivery of CBST programs to satisfy employer demand-driven needs.

Recognizing the importance of developing the youth sector to enable Maldives to transition from an upper-middle-income country to high-income country, the World Bank Country Partnership Framework (CPF) proposes to finance the Maldives Enhancing Employability and Resilience of Youth (MEERY) project. As part of the MEERY project is financing for skills development and entrepreneurship in priority sectors such as tourism, ICT and construction sector MEERY continues to provide support to TVET Authority to develop National Occupational Standard, instructional materials, assessment resource book and trainees log book for the National Occupational Standard for "Snorkeling Guide". As part of the MEERY Project, TVET Authority has only undertaken to review standard which were developed in the ESTP Project to increase the economic opportunities for youth's trainees and promote equitable economic & social development in the country.

The National Competency Standards (NCS) provide the base for this training. Currently CBST is offered for six key sectors in the Maldives: Tourism, Fisheries and Agriculture, Transport, Construction, Social and the Information and Technology sectors. These sectors are included as priority sectors that play a vital role in the continued economic growth of the country.

The NCS are developed in consultation with Employment Sector Councils representing employers. They are designed using a consensus format endorsed by the Maldives Qualifications Authority (MQA) to maintain uniformity of approach and the consistency of content amongst occupations. This single format also simplifies benchmarking the NCS against relevant regional and international standards. NCS specify the standards of performance of a competent worker and the various contexts in which the work may take place. NCS also describes the knowledge, skills and attitudes required in a particular occupation. They provide explicit advice to assessors and employers regarding the knowledge, skills and attitudes to be demonstrated by the candidates seeking formal recognition for the competency acquired following training or through work experience. By sharing this information, all participants in the training process have the same understanding of the training required and the standard to be reached for certification. Certification also becomes portable and can be recognized by other employers and in other countries with similar standards.

NCS are the foundation for the implementation of the TVET system in Maldives. They ensure that all skills, regardless of where or how they were developed can be assessed and recognized. They also form the foundation for certifying skills in the Maldives National Qualification Framework (MNQF).

NCS are developed by the Technical and Vocational and Education Training Authority of Ministry of Higher Education. The NCS are endorsed by the Employment Sector Councils of the respective sectors and validated by the Maldives Qualification Authority.
Authority.

Mohamed Hashim
Minister of State for Higher Education
TVET Authority

Ahmed Nisham
Director, Standard Development & Statistics
TVET Authority

TECHNICAL PANEL MEMBERS			
#	Name	Designation	Organization
01	Mohamed Shizleen	Head of School/ Course Director	Maldives Swimming and Lifesaving Skills Training School
02	Ali Hashim	Executive Director	Ministry of Tourism
03	Mohamed Hamza	Snorkeling Guide	Maldives Surfing Association
04	Mohamed Abdul Rahman	Sub Inspector of Police	Maldives Police Service
05	Mohamed Ziyaau	Deputy Training Officer	Ministry of Defense
06	Shaziya Saeed	Vice-President	Divers Association of Maldives
07	Fahud Faiz	President	Maldives Free Diving Association
08	Hussain Aamil	Manager	Island Watersports

VERSION	DEVELOPER	DATE	STANDARD CODE
V2	Maldives Institute of Technology	05th October 2020	TOUS03V1/20

EMPLOYMENT SECTOR COUNCILS

#	Name	Designation	Organization
01	Mariyam Noordeen	President	Chef's Guilds of Maldives
02	Dr. Sham'aa Abdullah Hameed	Education and Projects Manager	Parley Maldives
03	Fathmath Shifa	Assistant Director	Ministry of Tourism
04	Ali Adam	General Manager HR	Universal Enterprise / Maldives Association of Tourism Industry
05	Zoona Naseem	Co-founder	Moodhu Bulhaa Diving Centre
06	Aishath Neesha Mohamed Shahid	Deputy Managing Director	Maldives Marketing and Public Relations Corporation
07	Zubana Ibrahim	Assistant Director	Ministry of Economic Development
08	Mamdhoon Rasheed	Director	Ministry of Youth, Sports and Community Empowerment
09	Abdulla Su'ood	President	Maldives Association of Travel Agents and Tour Operators
10	Mohamed Wafir	Gold Member	Guesthouse Association of Maldives
11	Ali Hafeez	Lecturer	Faculty of Hospitality and Tourism Studies, Maldives National University

National Occupational Standard has been endorsed by:

Mariyam Noordeen
Chairperson
Tourism Employment Sector Council

Dr. Sham'aa Abdullah Hameed
Vice-Chairperson
Tourism Employment Sector Council

Technical and Vocational Education and Training Authority
Ministry of Higher Education
Handhuvaree Hingun, M. World Dream
Male', Maldives

Date of Endorsement: 05th October 2020	Date of Revision: NA

Standard Development Process

To begin with, Snorkelling Guide occupations were profiled through study of occupation across Maldivian workplaces. Referred occupational profiling process led to the development of Draft Occupational Standard.

Draft occupational standard is then used to undertake functional analysis of Snorkelling Guide occupation and referred functional process was undertaken with participation of industry experts. For strengthening development of National Occupational Standard, a panel with technical experts was formed. The members provide technical support which needs to be included in the developed standard.

Once the standard is finalized among (TP) panel, this will be submitted to the Tourism Employment Sector Council. A brief report on how National Occupational Standard for Snorkeling Guide was developed is presented to the council. Council members than ensures the industry need has been catered in the standard. Once the standard fulfills the recommendation the standard is endorsed by the council.

After endorsing the standard from Tourism Employment Sector Council, final document is submitted to Maldives Qualification Authority (MQA) for approval. After the approval of MQA, National Occupational Standard for Snorkelling Guide is published, which would be than used by training providers.

Description of "Snorkelling Guide Occupation"

Snorkeling Guide play an important role in facilitating guests to have a joyful holiday with maximum enjoyment of crystal-clear waters of Maldives.

Tourism arrivals across country can be increased if efforts are exerted in engaging arriving guests to that Maldivian seas and snorkelling guide services are enhanced, engagement of guests to Maldivian seas can be increased.

Snorkelling Guide will prepare competent snorkelling guides whom will stimulate and encourage guests arriving to resorts and guest houses to undertake activities such as exploring Maldivian seas. Such activities will no doubt assist guests to retain a lasting memory of marine flora and fauna of Maldivians seas besides sandy beaches and hospitable hosts anywhere in the Maldives.

Job opportunities upon completion of "National Certificate-3 in Snorkeling Guide"

Upon successful completion of the National certificate-3 in Snorkeling Guide, students can work in the following jobs.

1. *Snorkelling Guide at local Guest Houses*
2. *Snorkeling Guide at Resorts*
3. *Snorkeling Guide at Safari Boats*
4. *Snorkeling Guide Trainer at Skills Training Institutions*
5. *Snorkeling Guide at the event hosting enterprises*

KEY FOR CODING

Coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector (CON) Fisheries and Agriculture (FNA) Information, Communication and Technology (ICT) Transport Sector (TRN) Tourism Sector (TOU) Social Sector (SOC) Foundation (FOU)
Competency Standard	S
Occupation with in an industry sector	Two digits 01-99
Unit	U
Common Competency	CR
Core Competency	CM
Optional / Elective Competency	OP
Assessment Resources Materials	A
Learning Resources Materials	L
Curricular	C
Qualification	Q1, Q2 etc.
MNQF level of qualification	L1, L2, L3, L4 etc.
Version Number	V1, V2 etc.
Year of Last Review of standard, qualification	By "/" followed by two digits responding to the year of last review, example /20 for the year 2020

1. Endorsement Application for Qualification 01		
2. NATIONAL CERTIFICATE III IN SNORKEL GUIDING		

3. Qualification code:	**Total Number of Credits: 64**

4. Purpose of the qualification

This qualification describes performance outcomes, skills and knowledge required to competently prepare Snorkeling Guide with specific focus on the development of knowledge and skills related to organize and manage a snorkeling trip. By the end of the program, students will be competent to undertake work tasks related to performing Snorkel Guide operations.

5. Regulations for the qualification	National Certificate III in Snorkel Guiding will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14+15

6. Schedule of Units

Unit No	Unit Title	Code
Common Competencies		
01	Develop tourism industry knowledge	TOUCM01V2/20
02	Apply work ethics and professionalism	TOUCM02V1/20
03	Follow health, safety and security procedures	TOUCM03V2/20
04	Practice effective workplace communication	TOUCM04V2/20
05	Provide effective customer care	TOUCM05V2/20
06	Perform basic computer operations	TOUCM06V2/20
07	Provide first aid	TOUCM07V2/20
08	Respond to Fire	TOUCM08V1/20
Core Competencies		
09	Interpret weather and environmental conditions for outdoor recreation activities	TOUS03CR09V1/20
10	Perform advanced water rescues	TOUS03CR12V1/20
11	Identify, use and maintain snorkeling gear	TOUS03CR14V1/20
12	Supervise clients at an aquatic facility or environment	TOUS03CR10V1/20
13	Develop swimming Skills	TOUS03CR13V1/20
14	Operate and maintain water crafts for rescue operations	TOUS03CR11V1/20
15	Provide care for marine ecosystem	TOUS03CR15V1/20

7.Accreditation requirements	The training provider should place trainees in relevant industry or sector to provide the trainees the hands-on experience exposure related to this qualification.
8. Recommended sequencing of units	As appearing under the section 06

#	Unit Title	Code	Level	No of Credits
01	Develop tourism industry knowledge	TOUCM01V2/20	III	03
02	Apply work ethics and professionalism	TOUCM02V1/20	III	03
03	Follow health, safety and security procedures	TOUCM03V2/20	III	03
04	Practice effective workplace communication	TOUCM04V2/20	III	04
05	Provide effective customer care	TOUCM05V2/20	III	05
06	Perform basic computer operations	TOUCM06V2/20	III	03
07	Provide first aid	TOUCM07V2/20	III	05
08	Respond to Fire	TOUCM08V1/20	III	03
09	Interpret weather and environmental conditions for outdoor recreation activities	TOUS03CR09V1/20	III	05
10	Perform advanced water rescues	TOUS03CR12V1/20	III	05
11	Identify, use and maintain snorkeling gear	TOUS03CR14V1/20	III	05
12	Supervise clients at an aquatic facility or environment	TOUS03CR10V1/20	III	05
13	Develop swimming Skills	TOUS03CR13V1/20	III	05
14	Operate and maintain water crafts for rescue operations	TOUS03CR11V1/20	III	06
15	Provide care for marine ecosystem	TOUS03CR15V1/20	III	04

Packaging of National Qualifications:

National Certificate III in Snorkel Guiding will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11+12+13+14

Qualification Code: TOUS03Q01L3V1/20

UNIT TITLE	Develop tourism industry knowledge				
DESCRIPTOR	This unit of competency deals with the knowledge and skills required to access tourism industry information relevant to the local context and promote products and services to fulfil the needs of customers.				
CODE	TOUCM01V2/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Seek information on the industry	1.1 Sources of information on the industry are correctly identified and accessed 1.2 Information to assist effective work performance is obtained in line with job requirements 1.3 Specific information on sector of work is accessed and updated 1.4 Industry information is correctly applied to day-to-day work activities.
2. Update industry knowledge	2.1 Informal and/or formal research is used to update general knowledge of the industry 2.2 Updated knowledge is shared with customers and colleagues as appropriate and incorporated into day-to-day working activities
3. Develop and update local knowledge	3.1 Local knowledge is developed to assist queries on local/national tourism industry 3.2 Local knowledge is updated using informal and/or formal research 3.3 Contact with local communities is maintained
4. Promote products and services to customers	4.1 Promotional initiatives are described that may be used to promote products and services 4.2 Selling skills are applied according to customer needs

Range Statement

   a) Information sources:

- ✓ media
- ✓ reference books
- ✓ libraries
- ✓ industry associations
- ✓ industry journals
- ✓ internet
- ✓ personal observation and experience
- ✓ online news media (local and global)

   b) Information to assist effective work performance:

✓ different sectors of the industry and the services available in each sector

- ✓ relationship between tourism and hospitality
- ✓ relationship between the industry and other industries
- ✓ industry working conditions
- ✓ health and safety
- ✓ hygiene
- ✓ duty of care
- ✓ career opportunities within the industry
- ✓ work ethic required to work in the industry and industry expectations of staff
- ✓ quality assurance

c) Informal and formal research:

- ✓ Discussions with colleagues, management and customers
- ✓ Reading internal enterprise material about products and services
- ✓ Familiarity with customer comments including complaints
- ✓ Reading and researching product data and information
- ✓ Conducting internal testing to determine quality and differentials
- ✓ General media research
- ✓ Developing and analyzing responses to questionnaires
- ✓ Reading surveys and ratings

d) Promotional initiatives:

- ✓ Media campaigns
- ✓ Internal promotions, including static displays, demonstrations, tastings, videos, competitions, packages, events

Tools, equipment and materials required may include:
Nil

ASSESSMENT GUIDE

Form of assessment
- Interview/questions
- Practical demonstration
- Portfolio of industry information related to trainee's work

Assessment context
Assessment may be done in a classroom or interview scenario.

Critical aspects
Assessment requires evidence that the candidate;

- Knew key sources of information on the industry
- Updated industry knowledge
- Accessed and used industry information
- Developed and updated local knowledge
- Promoted products and services.

Assessment condition

- Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- Assessment of neat work practices must be constantly evaluated.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
✓ Overview of the tourism industry, its products and services. ✓ Identify and evaluate quality of tourism related products and services ✓ Role of functions of individual staff members of tourism related organizations ✓ Identify and evaluate sources for reliable industry information	✓ Skills related to identifying various tourism related products and services. ✓ Identify sources of information related to various tourism related products. ✓ Convey proper information related to tourism products with accuracy

UNIT TITLE	Apply work ethics and professionalism				
DESCRIPTOR	This module covers the knowledge, skills and attitudes required in demonstrating proper work values and professionalism while at worplace. Besides ethical values, knowledge and skills also developed on maintaining integrity at work.				
CODE	TOUCM02V1/20	**LEVEL**	III	**CREDIT**	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Define the purpose of work	1.1 One's unique sense of purpose for working and the whys of work are identified, reflected on and clearly defined for one's development as a person and as a member of society. 1.2 Personal mission is in harmony with company's values.
2. Apply work values/ethics	2.1 Work values/ethics/concepts are identified and classified in accordance with companies' ethical standard guidelines. 2.2 Work policies are undertaken in accordance with company's policies, guidelines on work ethical standard. 2.3 Resources are used in accordance with company's policies and guidelines. 2.4 Punctuality, absence from work, sick, family and annual leave is maintained alignment to the Employment Act of the Maldives
3. Deal with ethical problems	3.1 Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct/behavior are followed. 3.2 Work incidents/situations are reported according to company protocol/guidelines. 3.3 Resolution and/or referral of ethical problems identified are reported/documented based on standard operating procedure
4. Maintain integrity of conduct in the workplace	5.1 Personal behavior and relationships with co-workers and/or clients are demonstrated consistent with ethical standards, policy and guidelines. 5.2 Work practices are satisfactorily demonstrated and consistent with industry work ethical standards, organizational policy and guidelines. 5.3 Instructions to co-workers are provided based on ethical lawful and reasonable directives

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Tools, equipment and material used in this unit may include:

For the purpose of delivering the assignment, students need to be familiarized with the following.

- ✓ Employment act of Maldives

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

Critical aspects (for assessment)

It is critical that the assessment undertaken for this module be holistic and involve the following.

- ✓ Group discussion
- ✓ Role play
- ✓ Self-paced learning
- ✓ Written
- ✓ Demonstration
- ✓ Observation
- ✓ Interviews/questioning

Assessment conditions

Assessment must reflect both events and processes over a period of time.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Knowledge to be developed:	Skills to be developed:
✓ Work responsibilities/job functions	✓ Purpose for working and the why's of work are identified, reflected and linked to self-development
✓ Company code of conduct/values	
✓ Concept of work values/ethics	
✓ Company policies and guidelines	✓ Work values/ethics/concepts are identified and classified in accordance with companies' ethical standard
✓ Work ethical standard	
✓ Company's identified ethical problems	
✓ Work incidents/situation	✓ Work policies are undertaken in accordance with company's policies.
✓ Standard operating procedures	✓ Resources are used in accordance with company's policies and guidelines.
✓ Report writing and documentation	
✓ Fundamental rights at work including gender sensitivity	✓ Work incidents/situations are reported according to company guidelines
✓ Corporate social responsibilities	✓ Personal behavior and relationships with co-

✓ Human and interpersonal Relations ✓ Value Formation ✓ Professional Code of Conduct and Ethics	workers and clients are within ethical standard ✓Work practices are satisfactorily demonstrated and consistent. ✓Instructions to co-workers are provided based on ethical lawful and reasonable directives

UNIT TITLE	Follow health, safety and security procedures				
DESCRIPTOR	This unit describes the importance of health and safety in the working environment. It identifies the key safety hazards within the work area and recognizes the correct manner in which to safely carry out the tasks of the job for the benefit of the trainee, colleagues and customers				
CODE	TOUCM03V2/20	**LEVEL**	III	**CREDIT**	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Observe grooming, hygiene and personal presentation standards	1.1. Grooming, hygiene and personal presentation practices maintained at high standards in line with industry norms and enterprise procedures 1.2. Level of personal cleanliness set by the establishment is observed throughout work 1.1. Effects and consequences of poor personal hygiene understood and avoided in all practice
2. Follow workplace health, safety and security procedures	1.2. Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations 1.3. Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures 1.4. Safety and security breaches reported through proper channels of communication, in line with enterprise procedures
3. Deal with emergency situations	2.1. Emergency situations recognized and appropriate procedures followed in line with enterprise procedures 2.2. Assistance sought and cooperation given in emergency situations in line with enterprise procedures 2.3. Emergency incidences reported in line with enterprise procedure
4. Identify and prevent hygiene risks	3.1. Hygiene risks identified, prevented and avoided in line with enterprise procedures 3.2. Hygiene risks reported to appropriate persons and corrective action taken in line with enterprise procedures
5. Knowledge of the handling of machinery to prevent accidents	4.1. Necessary information, instructions and training provided to ensure occupational health and safety of employees, and for the effective maintenance

	of the machinery 4.2. Procedures put in place to avoid accidents 4.3. incidents reported through proper channels of communication, in line with enterprise procedures
6. Clean the work area	5.1 Cleaning tasks accomplished to enterprise standards 5.2 Proper method for cleaning selected and employed for appropriate task
7. Secure work premised	6.1 Work premises closed and locked at the end of work, in line with enterprise procedures

Range Statement

Procedures included:
- ✓ Guidelines for safe handling of equipment of utensils
- ✓ Emergency procedures
- ✓ Fire safety procedures
- ✓ Security and safety guidelines
- ✓ Cleaning and decontamination procedures
- ✓ Procedures for cleaning and maintenance of machinery
- ✓ Waste handling procedures
- ✓ Cleaning chemicals handling guidelines
- ✓ Accident and incidence reporting procedures
- ✓ Basic first aid procedures

Tools, equipment and materials required may include:
- ✓ Relevant procedure manuals

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be holistic and must be observed through real or simulated Workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of safe working practices.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of:

- ✓ Communicating effectively with others involved in or affected by the work.
- ✓ Identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons.
- ✓ Safely handling and storage of dangerous and/or hazardous goods and substances.
- ✓ Applying safe manual handling practices.
- ✓ Safely and effectively operating equipment and utilizing materials over the full range of functions and processes for work undertaken on worksite.

✓ This unit may be assessed in conjunction with all and units which form part of the normal job role.

Assessment conditions

Assessment must reflect and events processes that occur over a period of time

✓ Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
✓ Assessment of hygienic work practices must be constantly evaluated.

Resources required for assessment

The following should be made available:

✓ A workplace or simulated workplace
✓ Situations requiring safe working practices
✓ Instructions on safe working practice
✓ Hazardous chemicals and/or dangerous goods information
✓ Common food services equipment with their usage guideline

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
✓ General knowledge on safe practices ✓ Communication procedures ✓ Relevant workplace procedures and guideline	✓ Undertake safe manual handling jobs ✓ Competent to follow safety regulations ✓ Competent to work safely with workplace equipment, machines, materials and colleagues

UNIT TITLE	Practice effective workplace communication					
DESCRIPTOR	This unit addresses the need for effective communication in the hospitality industry. It describes the ethics of communication and shows the importance of selecting the best method of communication during various situations. It also identifies the barriers to communication and explains how to overcome them including how to use the telephone effectively.					
CODE	TOUCM04V2/20	LEVEL	III	CREDIT	04

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from appropriate sources 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate medium is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and storage of information are used 1.7 Personal interaction is carried out clearly and concisely
2. Speak English and Dhivehi at an operational level	2.1 Workplace interactions with colleagues appropriately made 2.2 Verbal instructions or requests are responded to at an operational level 2.3 Appropriate non-verbal communication used 2.4 Simple requests are made 2.5 Routine procedures are described 2.6 Different forms of expression in English and Dhivehi is identified and used as appropriate
3. Participate in workplace meetings and discussions	3.1 Team meetings are attended on time 3.2 Own opinions are clearly expressed and those of others are listened to without interruption 3.3 Meeting inputs are consistent with the meeting purpose and established protocols 3.4 Workplace interactions are conducted in a courteous manner 3.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to

	3.6 Meetings outcomes are interpreted and implemented
4. Complete relevant work-related documents	4.1 Range of forms relating to conditions of employment are completed accurately and legibly 4.2 Workplace data is recorded on standard workplace forms and documents 4.3 Basic mathematical processes are used for routine calculations 4.4 Errors in recording information on forms/ documents are identified and properly acted upon 4.5 Reporting requirements to supervisor are completed according to organizational guidelines
5. Manage workplace calls and messages	5.1. Operate workplace phones 5.2. Attend and manage phone calls 5.3. Read and respond to texts and messages 5.4. Perform communication in both English and Dhivehi

Range Statement

Procedures included:
- ✓ Organizational hierarchy and reporting order
- ✓ Communications procedures
- ✓ Telephone handling procedures

Aspects evaluated:
- ✓ Non-verbal communication
- ✓ Verbal communication
- ✓ Interpersonal skills
- ✓ Body language
- ✓ General attitude to customers, colleagues and work
- ✓ Conformity to policies and procedures

Tools, equipment and material used in this unit may include
- ✓ Telephone
- ✓ Note pads
- ✓ Pens
- ✓ Forms and formats related to inter-personal communication

ASSESSMENT GUIDE

Forms of assessment

Assessment for the unit needs to be continuous and holistic and must include real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of opportunities for communication.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations in the critical aspects of communicating effectively with others involved in or affected by the work. This unit may be assessed in conjunction with all and units which form part of the normal job role.

Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying circumstances.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
✓ General knowledge of English and Divehi grammar ✓ General knowledge of common telephone equipment ✓ General knowledge on effective communication	✓ Undertake effective customer relation communications ✓ Competent in communicating basic with customers ✓ Fluency in English and Dhivehi language usage

UNIT TITLE	Provide effective customer care				
DESCRIPTOR	This unit addresses the importance of caring for customers in the hospitality industry, especially while working as a Snorkeling Guide. It is a very important unit related to providing effective customer care and will include greetings, identifying needs of, delivering quality customer care, handling of inquiries, complaints and managing angry customers.				
CODE	TOUCM05V2/20	**LEVEL**	III	**CREDIT**	05

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. Greet customers and colleagues	1.1.	Customers and colleagues greeted according to standard procedures and social norms
	1.2.	Sensitivity to cultural and social differences demonstrated
2. Identify and attend to customer needs	2.1	Appropriate interpersonal skills are used to ensure that customer needs are accurately identified
	2.2	Customer needs are assessed for urgency so that priority for service delivery can be identified
	2.3	Personal limitation in addressing customer needs is identified and where appropriate, assistance is sought from supervisor
	2.4	Customers informed correctly
	2.5	Personal limitation identified and assistance from proper sources sought when required
3. Deliver service to customers	3.1	Customer needs are promptly attended to in line with organizational procedure
	3.2	Appropriate rapport is maintained with customer to enable high quality service delivery
	3.3	Opportunity to enhance the quality of service and products are taken wherever possible
4. Handle inquiries	4.1	Customer queries handled promptly and properly
	4.2	Personal limitations identified and assistance from proper sources sought when required
5. Handle complaints	5.1	Responsibility for handling complaints taken within limit of responsibility
	5.2	Personal limitations identified and assistance from proper sources sought when required
	5.3	Operational procedures to handling irate or difficult customers followed correctly
	5.4	Details of complaints and comments from customers properly recorded
6. Handle and manage angry customers	6.1	Apply principles related to anger management
	6.2	Meet with angry customers and console them accordingly
	6.3	Maintain a log book for recording customer service incidents.

Range Statement

Procedures included:
- ✓ Greeting procedure
- ✓ Complaint and comment handling procedure
- ✓ Incidence reporting procedures
- ✓ General knowledge of property
- ✓ Standard operating procedures for service deliveries
- ✓ Non-verbal and verbal communication
- ✓ Dress and accessories
- ✓ Gestures and mannerisms
- ✓ Voice tonality and volume
- ✓ Culturally specific communication customs and practices
- ✓ Cultural and social differences

Includes but are not limited to:
- ✓ Modes of greeting, fare welling and conversation
- ✓ Body language/ use of body gestures
- ✓ Formality of language

Interpersonal skills:
- ✓ Interactive communication
- ✓ Good working attitude
- ✓ Sincerity
- ✓ Pleasant disposition
- ✓ Effective communication skills
- ✓ Customer needs

Customer with limitation may include:
- ✓ Those with a disability
- ✓ Those with special cultural or language needs
- ✓ Unaccompanied children
- ✓ Parents with young children
- ✓ Pregnant women
- ✓ Single women

Tools, equipment and materials required may include:
- ✓ Relevant procedure manuals
- ✓ Availability of telephone, printer, computer, internet, etc.
- ✓ Availability of data on projects and services; tariff and rates, promotional activities in place etc.

ASSESSMENT GUIDE

Form of assessment

Assessment for the unit needs to be holistic and must include real or simulated workplace activities.

Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment which reflects a range of practices.

Critical aspects (for assessment)

It is essential that competence is fully observed and there is ability to transfer competence to changing circumstances and to respond to unusual situations. This unit may be assessed in conjunction with all units which form part of the normal job role.

✓ Assessment requires evidence that the candidate:
✓ Complied with industry practices and procedures
✓ Used interactive communication with others
✓ Complied with occupational, health and safety practices
✓ Promoted public relation among others
✓ Complied with service manual standards
✓ Demonstrated familiarity with company facilities, products and services
✓ Applied company rules and standards
✓ Applied telephone ethics
✓ Applied correct procedure in using telephone, printer, computer, internet
✓ Handled customer complaints
✓ Depict effective communication skills

Assessment conditions
✓ Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
✓ Assessment of hygienic work practices must be constantly evaluated.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Knowledge to be developed: ✓ effective customer services principles, including requirements to meet customer service needs and expectations ✓ workplace products and services ✓ customer service reporting procedures ✓ customer service problem-resolution procedures.	Skills to be developed: ✓ promote products and services in a clear and direct manner ✓ identify customer needs and expectations ✓ resolve customer concerns and complaints by taking appropriate action, including: • handling customer needs in a courteous, discreet and sensitive manner • addressing customer complaints and escalating where necessary ✓ apply workplace procedures relating to customer feedback, including: • customer service and continuous improvement processes • workplace customer service practices

UNIT TITLE	Perform basic computer operations				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to start up a personal computer or business computer terminal; to correctly navigate the desktop environment; and to use a range of basic functions.				
CODE	TOUCM06V2/20	LEVEL	III	CREDIT	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Start computer, system information and features	1.1. Adjust workspace, furniture and equipment to suit user ergonomic requirements 1.2. Ensure work organization meets organizational and occupational health and safety (OHS) requirements for computer operation 1.3. Start computer or log on according to user procedures 1.4. Identify basic functions and features using system information 1.5. Customize desktop configuration, if necessary, with assistance from appropriate persons 1.6. Use help functions as required
2. Organize files using basic directory and folder structures	2.1 Create folders/subfolders with suitable names 2.2 Save files with suitable names in appropriate folders 2.3 Rename and move folders/subfolders and files as required 2.4 Identify folder/subfolder and file attributes 2.5 Move folders/subfolders and files using cut and paste, and drag and drop techniques 2.6 Save folders/subfolders and files to appropriate media where necessary 2.7 Search for folders/subfolders and files using appropriate software tools 2.8 Restore deleted folder/subfolders and files as necessary
3. Print information	3.1 Print information from installed printer 3.2 View progress of print jobs and delete as required 3.3 Change default printer if installed and required
4. Shut down computer	4.1 Close all open applications 4.2 Shut-down computer according to user procedures

5. Basic Microsoft Word and Excel skills	5.1. Ensure data is entered, checked and amended in accordance with organizational and task requirements, to maintain consistency of design and layout
	5.2. Format spreadsheet using software functions; to adjust page and cell layout to meet information requirements, in accordance with organizational style and presentation requirements
	5.3. Ensure formulae are used and tested to confirm output meets task requirements, in consultation with appropriate personnel as required
	5.4. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production
	5.5. Format document using appropriate software functions to adjust page layout to meet information requirements, in accordance with organizational style and presentation requirements
	5.6. Use system features to identify and manipulate screen display options and controls
	5.7. Use manuals, user documentation and online help to overcome problems with document presentation and production

Range Statement:
This unit covers computer hardware to include personal computers used independently or within networks, related peripherals, such as printers, scanners, keyboard and mouse, and storage media such as disk drives and other forms of storage. Software used must include but not limited to word processing, spreadsheets, database and billing software packages and Internet browsing software.

Tools, equipment and materials required may include:
- ✓ Storage device
- ✓ Different software and hardware
- ✓ Personal computers system
- ✓ Laptop computer
- ✓ Printers
- ✓ Scanner
- ✓ Keyboard
- ✓ Mouse
- ✓ Disk drive /CDs, DVDs, compressed storage device

ASSESSMENT GUIDE
The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this occupational standard

Forms of assessment
A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
- ✓ direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate

- ✓ demonstration of techniques
- ✓ oral or written questioning to assess knowledge of computer operations and functions
- ✓ review of shortcuts created
- ✓ review of folders/subfolders created.

Critical aspects (for assessment)
Evidence of the following is essential:
- ✓ navigation and manipulation of the desktop environment within the range of assigned workplace tasks
- ✓ knowledge of organizational requirements for simple documents and filing conventions
- ✓ application of simple keyboard functions to produce documents with a degree of speed and accuracy relevant to the level of responsibility required.

Assessment conditions
- ✓ Competency is to be assessed in the workplace or a simulated environment that accurately reflects performance in a real workplace setting.
- ✓ Assessment must include direct observation of tasks.
- ✓ Where assessment of competency includes third-party evidence, individuals must provide evidence
- ✓ Assessors must verify performance evidence through questioning on skills and knowledge to ensure correct interpretation and application

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Knowledge required: ✓ Basic ergonomics of keyboard and computer use ✓ Main types of computers and basic features ✓ Of different operating systems ✓ Main parts of a computer ✓ Storage devices and basic categories of memory ✓ Relevant software ✓ General security and computer Viruses	Skills required: ✓ communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback ✓ problem-solving skills to solve routine problems in the workplace, while under direct supervision ✓ technology skills to use equipment safely while under direction, basic keyboard and mouse skills and procedures relating to logging on and accessing a computer ✓ basic typing techniques and strategies.

UNIT TITLE	Provide first aid					
DESCRIPTOR	This unit deals with the skills and knowledge required for the provision of essential first aid in recognizing and responding to emergency using basic life support measures. The person providing first aid is not expected to deal with complex casualties or incidents, but to provide an initial response where first aid is required.					
CODE	TOUCM07V2/20	**LEVEL**	III	**CREDIT**		05

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Assess the situation	1.1. Physical hazards and risks to self and others' health and safety identified 1.2. Immediate risks to self and casualty's health and safety minimized by controlling hazards in accordance with occupational health and safety requirements 1.3. The situation assessed and prompt decision taken on actions required 1.4. Assistance sought from relevant persons/authority, as required and at the appropriate time
2. Apply basic first aid techniques	2.1. Casualty's physical condition assessed by visible vital signs 2.2. First aid provided to stabilize the patient's physical and mental condition in accordance with enterprise policy on provision of first aid and recognized first aid procedures 2.3. Available first aid equipment used as appropriate
3. Monitor the situation	3.1. Back-up services appropriate to the situation identified and notified promptly 3.2. Information about the patient's condition reported accurately and clearly to emergency services personnel or health professionals
4. Prepare required documentation	4.1. Documented emergency situations according to enterprise procedures 4.2. Clear and accurate reports are provided within required time frames

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances. First aid treatment is that defined in Common Law as emergency assistance provided to a second party in the immediate absence of medical or paramedical care.

Established first aid principles include:
- ✓ Checking and maintaining the casualty's airway, breathing and circulation
- ✓ Checking the site for danger to self, casualty and others, and minimizing the danger.

Physical and personal hazards may include:
- ✓ Workplace hazards such as fire, floods, violent persons
- ✓ Environmental hazards such as electrical faults, chemical spills, fires, slippery surfaces, floods, wild animals, fumes,
- ✓ Proximity of other people
- ✓ Hazards associated with the casualty management processes

Risks may include:
- ✓ Worksite equipment, machinery and substances
- ✓ Bodily fluids
- ✓ Risk of further injury to the casualty
- ✓ Risks associated with the proximity of other workers and bystanders

First aid management will need to account for:
- ✓ Location and nature of the work environment
- ✓ Environmental conditions and situations, such as electricity, biological risks, weather and terrain, motor vehicle accidents,
- ✓ The level of knowledge, skills, training and experience of the person administering first aid
- ✓ Familiarity with particular injuries
- ✓ Legal issues that affect the provision of first aid in different industry sectors
- ✓ The characteristics of the site where the injury occurs
- ✓ The nature of the injury and its cause
- ✓ Infection control procedures
- ✓ Availability of first aid equipment, medications and kits or other suitable alternative aids
- ✓ Proximity and availability of trained paramedical and medical/health professional assistance
- ✓ The patient's cardio-vascular condition as indicated by vital signs such as body temperature, pulse rate and breathing rates
- ✓ Unresolved dangers such as fire, chemical contamination or fume toxicity of the area where the injury occurs

Vital signs include:
- ✓ Breathing
- ✓ Circulation
- ✓ Consciousness

Injuries may include:
- ✓ Abdominal trauma
- ✓ Allergic reactions
- ✓ Bleeding
- ✓ Chemical contamination
- ✓ Choking
- ✓ Cold injuries
- ✓ Cardio-vascular failure
- ✓ Dislocations and fractures
- ✓ Drowning

- ✓ Poisoning and toxic substances
- ✓ Medical conditions including epilepsy, diabetes, asthma
- ✓ Eye injuries
- ✓ Head injuries
- ✓ Minor skin injuries
- ✓ Neck and spinal injuries
- ✓ Needle stick injuries
- ✓ Puncture wounds and cuts
- ✓ Crush injuries
- ✓ Shock
- ✓ Smoke inhalation
- ✓ Sprains and strains
- ✓ Substance abuse
- ✓ Unconsciousness
- ✓ Infections
- ✓ Inhalation of toxic fumes and airborne dusts
- ✓ Bone and joint injuries
- ✓ Eye injuries
- ✓ Burns and scalds, thermal, chemical, friction and electrical

Injuries may involve:
- ✓ Unconsciousness
- ✓ Confusion
- ✓ Tremors
- ✓ Rigidity
- ✓ Numbness
- ✓ Inability to move body parts
- ✓ Pain
- ✓ Delirium
- ✓ External bleeding
- ✓ Internal bleeding
- ✓ Heat exhaustion
- ✓ Hypothermia
- ✓ Pre-existing illness

Appropriate persons/authority from whom assistance may be sought may include:
- ✓ Emergency services personnel
- ✓ Health professionals
- ✓ Colleagues
- ✓ Customers
- ✓ Passers by

Assistance may include, as appropriate to emergency situations:
- ✓ Maintaining site safety and minimizing the risk of further injury or injury to others
- ✓ Making the casualty comfortable and ensuring maximum safety
- ✓ Assessment of injury situations
- ✓ Providing first aid including managing bleeding through the application of tourniquets, pressure and dressings
- ✓ Giving CPR and mouth-to-mouth resuscitation
- ✓ Giving reassurance and comfort
- ✓ Raising the alarm with emergency services or health professionals
- ✓ Removing debris

Tools, equipment and material used in this unit may include:
- ✓ First aid kit
- ✓ Pressure and other bandages
- ✓ Thermometers

- ✓ Eyewash
- ✓ Pocket face masks
- ✓ Rubber gloves
- ✓ Dressings
- ✓ Flags and flares
- ✓ Fire extinguishers
- ✓ Communication equipment such as mobile phones

ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that application of accepted first aid techniques can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:
- ✓ Practical demonstration of the use of commonly-used equipment and first aid supplies
- ✓ Explanation about management of a variety of common simulated injury situations
- ✓ Questions to test knowledge of injury situations, types of injury and management of injury situations
- ✓ Review of portfolios of evidence and third-party reports of performance of first aid by the candidate

Assessment context

This unit may be assessed in a simulated environment

Critical aspects (for assessment)

Assessment must ensure:
- ✓ Use of real first aid equipment
- ✓ Ability to assess situations requiring first aid and to decide on a plan of action including seeking help
- ✓ Ability to apply established first aid principles including:
  - o Checking and maintaining the casualty's airway, breathing and circulation
  - o Checking the site for danger to self, casualty and others and minimizing the danger

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
✓ Basic anatomy and physiology ✓ Resuscitation ✓ Bleeding control ✓ Care of the unconscious ✓ Airway management ✓ Basic infection control principles and procedures ✓ Legal requirements ✓ Duty of care ✓ Reporting requirements	✓ Assertiveness skills ✓ Communication skills ✓ Decision making ✓ Report preparation ✓ Provide first aid ✓ Provide various types of treatments ✓ Demonstrate the four-step process providing basic first aid

UNIT TITLE	Respond to Fire				
DESCRIPTOR	This unit covers the competency required to carry out initial response to suppress a fire. It also includes the ability to identify the nature and classification of the fire, report the fire and carry out evacuation procedures. The unit does not cover the competencies needed to become a professional firefighter and will be covered in other related units in relevant standards.				
CODE	TOUCM08V1/20	**LEVEL**	III	**CREDIT**	03

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
5. Prepare for fire	1.1 Procedures related to a fire emergency are accessed, interpreted and rehearsed 1.2 Location of firefighting equipment is identified and the equipment is checked in accordance with organisational procedures and referred for maintenance/replacement as required
6. Carry out initial notification and assessment	2.1 Nature and scope of the fire is identified, confirmed and reported to appropriate personnel 2.2 Fire situation is assessed and appropriate course of action is determined in keeping with requirements for personal safety 2.3 Notification of fire threat is undertaken in accordance with authorized procedures 2.4 Emergency evacuation procedures are followed, where appropriate, and in accordance with organizational procedures
7. Extinguish fires	3.1 Fires are extinguished using the appropriate equipment, materials and procedures 3.2 Extinguisher is applied to ensure fast knockdown of fire 3.3 Extinguisher is used at the appropriate range and time 3.4 Extinguisher is used to minimise damage to equipment and facilities and to minimise risk of injury to personnel

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance.

Firefighting equipment may include,
- ✓ Extinguishers
- ✓ Fire blankets
- ✓ Fire hose reels

- ✓ Fire hydrants
- ✓ Firefighting vehicles
- ✓ Personal protection equipment (PPE)

Tools, equipment and material used in this unit may include:

All relevant equipment to develop the competency of providing fire skills relevant.

ASSESSMENT GUIDE

Forms of assessment

Assessment methods must be chosen to ensure that application of firefighting can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

Assessment context

This unit may be assessed in a simulated environment

Critical aspects (for assessment)

Assessment must ensure:
- ✓ Use of real fire related equipment
- ✓ Ability to assess situations requiring responding to fire and to decide on a plan of action including seeking help

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Knowledge to be developed: ✓ composition of teams, and roles and responsibility of team members ✓ fire alarm systems ✓ local area emergency procedures ✓ principles of teamwork, team aims and objectives ✓ site emergency plan ✓ techniques for supporting others/team members ✓ types, operations and application of firefighting equipment including extinguishers, hose reels and, where appropriate, monitors ✓ verbal and non-verbal communication techniques including language, language style, active listening	Skills to be development: ✓ access, read and interpret local emergency procedures ✓ apply evacuation procedures ✓ assess fire situation and notify authorities ✓ carry out periodic checks on firefighting equipment ✓ identify emergency alarms and match with response requirement ✓ identify, select and use firefighting equipment ✓ participate in a team ✓ use a variety of verbal and non-verbal communication techniques

UNIT TITLE	**Interpret weather and environmental conditions for outdoor recreation activities**					
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to collect information from a weather map, make forecasts, and record and interpret weather and environmental information in a specific maritime location in order to apply this to the conduct of an aquatic activity at that location.					
CODE	TOUS03CR09V1/20	**LEVEL**	III	**CREDIT**		05

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Interpret information from a weather map	1.1 Identify characteristics of map types and their different uses. 1.2 Identify differences between general forecasts and forecasts for marine environments. 1.3 Identify weather map symbols and associated weather conditions. 1.4 Outline and justify a weather prediction over a multi-day period for a specific marine region using information gained from weather maps and forecasts.
2. Collect, record and interpret weather conditions in a specific marine region.	2.1 Identify major cloud types and altitude level. 2.2 Collect weather and environmental information at regular intervals for a specific area over a multi-day period. 2.3 Record weather data and identify patterns 2.4 Compare and identify the differences between current weather conditions and a current weather forecast. 2.5 Determine the possible effects of landforms on marine weather conditions. 2.6 Identify and explain season variations in weather patterns for a specific marine area 2.7 Outline differences between large scale and localized weather conditions for a specific marine area
3. Interpret weather and environmental information for aquatic activities at a specific marine location.	3.1 Determine the suitability and limitations of the activity in relation to the current local weather conditions and forecast. 3.2 Identify strategies to ensure the safety and well-being of individuals and or group in weather conditions according to relevant legislation and organizational policies and procedures 3.3 Identify the weather conditions commonly

| | associated with the onset of life-threatening weather hazards in a marine environment. |
| | 3.4 Identify characteristics of life-threatening weather hazards in a marine environment and their possible impact on recreational marine activities. |

Range Statement:

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Conditions may include:
- ✓ cloud cover
- ✓ wind direction, speed and strength
- ✓ barometric pressure
- ✓ precipitation type and intensity
- ✓ wave direction and size
- ✓ sunshine trends and duration
- ✓ temperature range and intensity
- ✓ Humidity trends.
- ✓ Local weather information including Nakaiy and its effect on weather

Data may include:
- ✓ cloud cover
- ✓ wind direction and speed
- ✓ barometric pressure
- ✓ precipitation type and intensity
- ✓ wave size and form
- ✓ Ocean current

Patterns may include:
- ✓ wind direction and speed
- ✓ precipitation form and distribution
- ✓ sunshine trends and duration
- ✓ temperature range and intensity
- ✓ humidity trends
- ✓ anticyclones
- ✓ Depressions.

Weather hazards in a marine environment may include:
- ✓ floods
- ✓ cyclones
- ✓ tidal waves
- ✓ electrical storms
- ✓ Offshore winds, tides, currents.

Marine activities may include:
- ✓ sea kayaking
- ✓ surfing

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- ✓ surf kayaking
- ✓ wind surfing
- ✓ sailing
- ✓ SCUBA diving
- ✓ snorkelling
- ✓ personal water craft riding
- ✓ coastal land travel

Tools, equipment and materials required may include:

Need following information as part of the tools and equipment requirement.

- ✓ cloud cover
- ✓ wind direction, speed and strength
- ✓ barometric pressure
- ✓ precipitation type and intensity
- ✓ wave direction and size
- ✓ Weather applications

ASSESSMENT GUIDE

The assessment guide provides advice on assessment and must be read in conjunction with performance criteria, required knowledge and skills, range statement and the assessment guidelines for this occupational standard

Forms of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- ✓ direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate
- ✓ demonstration of techniques
- ✓ oral or written questioning to assess knowledge of computer operations and functions
- ✓ review of shortcuts created
- ✓ review of folders/subfolders created.

Critical aspects (for assessment)

Evidence of the following is essential:

- ✓ makes weather predictions for a marine area using weather maps and forecasts, and identifies the difference between general and marine forecasts
- ✓ assesses the short- and long-term implications of meteorological data on a specific marine activity.

Assessment conditions

Assessment must also ensure access to:

- ✓ meteorological data to read and interpret
- ✓ a marine activity environment in which to conduct weather interpretation activities.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS

Knowledge required:
 	
✓ map types and symbols to predict weather for a specific marine area
✓ differences between general and marine forecasts to anticipate additional hazards and risks
✓ methods of predicting and forecasting weather to determine its impact on recreational marine activities
✓ influence of cloud types, local air masses, seasons, topography and landforms on the weather and the implications of these on marine activities
✓ methods of recording weather data to identify patterns and apply this information to plan safe marine activities
✓ life threatening marine weather hazards and their possible impact on recreational marine activities
	Skills required:
	
	✓ planning and organising skills to:
	  ▪ collect weather and environmental information at regular intervals
	  ▪ record and interpret weather and environmental information
	  ▪ justify suitability and safety of an activity area
	✓ problem-solving skills to:
	  ▪ determine the impact of meteorological data on planned activities
	  ▪ predict and anticipate weather for a specific marine environment
	  ▪ compare the differences between various weather attributes
	✓ literacy and numeracy skills to:
	  ▪ interpret and analyse weather and environment information
	  ▪ Record weather data patterns.

UNIT TITLE	**Perform advanced water rescues**				
DESCRIPTOR	This unit deals with the skills and knowledge required for performing advanced water rescues including identification and evaluation of aquatic emergencies, respond process to emergencies, assessing the casualty, providing immediate and further care to the casualty and maintaining relevant workplace documentation related to the completed rescue operations.				
CODE	TOUS03CR12V1/20	**LEVEL**	III	**CREDIT**	05

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify and evaluate major aquatic emergencies.	1.1. Recognize factors and signs which contribute to major aquatic emergencies. 1.2. Communicate initial assessment to appropriate personnel according to accepted best practice principles of aquatic rescues, relevant legislation and organizational policies and procedures. 1.3. Identify an appropriate emergency response for the situation and the people involved. 1.4. Promote compliance with safety rules of aquatic facility to clients.
2. Respond to the emergency.	2.1. Activate emergency systems according to organizational policies and procedures. 2.2. Implement strategies for group control 2.3. Assess the factors impacting on the advanced water rescue and formulate a rescue plan. 2.4. Determine the type of rescue required and rescue equipment needed. 2.5. Identify hazards and appropriate action taken to prevent further injury to the casualty.
3. Perform advanced water rescue	3.1 Perform rescue activities in swimming pools 3.2 Perform rescue activities on the beach 3.3 Attend rescue activities in beach waters 3.4 Perform rescue activities near shore 3.5 Clean, maintain and store personal gear used for rescue operations
4. Assess the casualty.	4.1 Observe and assess the condition of the casualty. 4.2 Assess vital signs and symptoms of shock according to accepted first aid procedures. 4.3 Provide appropriate treatment according to accepted first aid techniques and standards.
5. Organize further emergency care as required.	5.1 Contact emergency services as soon as possible. 5.2 Provide accurate information to emergency services to obtain the required assistance. 5.3 Monitor casualty or arrange further treatment until emergency response team assumes responsibility

	6.1 Documented emergency situations according to enterprise procedures
6. Use Automated External Defibrillators (AED) in providing first aid	6.2 Reports which are clear, accurate provided within required time frames
	6.3 Procedures for handling dead bodies identifies including handling documents required to complete paper work

Range Statement

a) **Factors which contribute to major aquatic emergencies** may include
- ✓ swimming ability
- ✓ deep water
- ✓ shallow water
- ✓ river currents
- ✓ strong wind
- ✓ Risk-taking behavior.

b) **Signs and signals** may include:
- ✓ calling for help
- ✓ vertical body position
- ✓ diagonal body position
- ✓ minimal or non-supportive leg action
- ✓ vigorous arm movements
- ✓ head tilted up and back, face turned to safety or help
- ✓ Submerged.

c) **Aquatic emergency** may include:
- ✓ envenomation by aquatic animals
- ✓ sudden unconsciousness
- ✓ spinal injury
- ✓ drowning
- ✓ heart attack
- ✓ severe bleeding
- ✓ epileptic seizures
- ✓ Severe asthma attacks.

d) **Appropriate personnel** may include:
- ✓ other rescuers
- ✓ Staff.

e) **Accepted best practice principles of aquatic rescues** may include:
- ✓ accepted preventative practice adopted throughout the aquatic industry to minimize safety hazards or risks to casualty, bystanders and rescuer
- ✓ the culture of lifesaving
- ✓ Current and past good practice demonstrated by self or peers in the same or similar situation.

f) **Relevant legislation** may include:
- ✓ work health and safety/occupational health and safety
- ✓ duty of care
- ✓ Working with children.

g) **Organizational policies and procedures** may include:
- ✓ work health and safety/occupational health and safety
- ✓ use and care of life saving equipment
- ✓ communication protocols
- ✓ safety, rescue and emergency procedures

✓   Incident reporting.

h) **Emergency response** may include:
   ✓ rescue equipment required
   ✓ personnel involved
   ✓ group control
   ✓ Risk management for self and others.

i) **Strategies for group control** may include:
   ✓ removing facility users from danger
   ✓ giving clear direction to other staff
   ✓ Dealing effectively with caregivers or friends of person in difficulty.

j) **Factors** may include:
   ✓ number of casualties
   ✓ rescue equipment
   ✓ Number and location of other staff.

k) **Advanced water rescue** may include:
   ✓ spine-board
   ✓ spinal immobilization collar
   ✓ oxygen supplemented resuscitation
   ✓ Oxygen therapy.

l) **Rescue plan** may include:
   ✓ self-preservation
   ✓ awareness of personal capabilities
   ✓ available assistance
   ✓ selection of rescue aids
   ✓ nature of the area
   ✓ Priorities of rescue.

m) **Involvement of others** may include
   ✓ bystanders
   ✓ Trained or untrained staff.

n) **Rescue equipment** may include:
   ✓ reaching aids
   ✓ ropes
   ✓ floatation aids
   ✓ flippers
   ✓ rescue tube
   ✓ spine-board
   ✓ spinal immobilization collar
   ✓ rescue board
   ✓ Oxygen resuscitation equipment.

Forms of assessment

Critical aspects (for assessment)
Evidence required to demonstrate competency in this unit

   ✓ identify the signs and signals of a person experiencing difficulties in the water and determine possible contributing factors to enable prompt assessment and formulation of a suitable rescue plan

- ✓ determine appropriate rescue types and participate as part of a team in rescues in the water that involve more than one casualty
- ✓ demonstrate the use of spine-boards, spinal immobilization collars, oxygen supplemented resuscitation and oxygen therapy on sufficient occasions to demonstrate competency and consistency of performance
- ✓ monitor, accurately assess, treat casualties and communicate effectively with emergency services
- ✓ Report incidents accurately and notify other personnel according to relevant legislation and organizational policies and procedures.

Context of and specific resources for assessment

Assessment must ensure access to:

- ✓ an aquatic environment appropriate to the candidate's current or intended work role, such as a swimming pool or confined natural shallow water venue, to enable rescues to be demonstrated in the water
- ✓ suitable participants to enable demonstration of advanced water rescue techniques
- ✓ Rescue and resuscitation equipment.

UNDERPINNING KNOWLEDGE AND SKILLs

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Skills to be developed: ✓ communication skills to assert group control, reassure casualties and bystanders ✓ provide clear and accurate information to emergency authorities ✓ literacy skills to accurately complete incident documentation ✓ problem-solving skills to promptly assess aquatic emergencies and formulate appropriate rescue plans ✓ teamwork skills to organize staff and bystanders ✓ delegate tasks to enable effective rescues ✓ ability to retrieve an object from the deepest water within the aquatic environment, ✓ ability to complete a 25-meter swim and 25-meter tow with assisted landing in less than 1 minute and 45 seconds ✓ fitness and strength level which may be demonstrated ✓ swimming 200 meters in less than 6 minutes, or ability to complete a 25-meter swim and a 25-meter tow with assisted	Knowledge to be developed: ✓ legislation and organisational policies and procedures that enable the safe and appropriate conduct of all activities ✓ factors contributing to aquatic emergencies to enable prompt and accurate assessment of emergency situations ✓ accepted best practice principles of aquatic rescues to enable prompt and appropriate responses to major aquatic emergencies ✓ signs and signals of people in difficulty to enable prompt recognition of emergency situations ✓ first aid techniques and standards to enable provision of safe and effective response and treatment of casualties ✓ types and characteristics of water rescue equipment used in advanced water rescue to enable safe and effective use ✓ roles of lifeguards and other personnel during major aquatic emergencies to enable effective emergency responses.

UNIT TITLE	Identify, use and maintain snorkeling gear				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to identify and maintain snorkeling gear. Students undertaking this qualification will develop knowledge and skills related to identification and function of snorkelling gear, application of different gears, storing and management of gears for long-term use.				
CODE	TOUS03CR14V1/20	**LEVEL**	III	**CREDIT**	05

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. Identify and learn functions of snorkeling gear	1.1	Identify list of snorkeling gear
	1.2	Interpret functions of various snorkeling gear
2. Learn the applications of snorkeling gear	2.1	Interpret application of snorkeling gear
	2.2	Test the snorkeling gear in a pool or relevant environment
	2.3	Demonstrate competency in using the snorkeling gear
3. Properly store and maintain snorkeling gear	3.1	Clean and prepare snorkeling gear for storage
	3.2	Choose suitable environments
	3.3	Store snorkeling gear properly

Range Statement:

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Snorkeling gear may include:
- ✓ Fins
- ✓ Masks
- ✓ Snorkels

ASSESSMENT GUIDE

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this occupational standard

Forms of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- ✓ direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate

- ✓ demonstration of techniques
- ✓ oral or written questioning to assess knowledge of computer operations and functions
- ✓ review of shortcuts created
- ✓ Review of folders/subfolders created.

Critical aspects (for assessment)

Evidence of the following is essential:
- ✓ Ensure the participant can list the safe and unsafe use of snorkeling gear
- ✓ Practically demonstrate proper use of snorkeling gear

Assessment conditions

Assessment must also ensure access to:
- ✓ Oral and theoretical questioning
- ✓ Demonstration of practical through proper use of snorkeling equipment

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Knowledge to be developed: ✓ Identify types and functions of snorkeling gear ✓ Tips on the storing the gear ✓ Testing strategies of the gear for effective usage while snorkelling.	Skills to be developed: ✓ Reading names and functions of snorkelling gear ✓ Demonstrate proper use of the snorkelling gear ✓ Store and maintain snorkelling gear for long-term use

UNIT TITLE	Supervise clients at an aquatic facility or environment				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to supervise clients at an aquatic recreation facility such as around or inside pool, beach, diving, snorkeling, and fishing boats. Elements within the competency include identification of hazardous behaviours, maintaining safe environment, assessment of possible emergency rescue situations and application of incident management.				
CODE	TOUS03CR10V1/20	**LEVEL**	III	**CREDIT**	05

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify potential hazardous behaviors and situations.	1.1 Access the organization's risk management plan 1.2 Identify hazardous behavior and activities for clients utilizing the aquatic facility or environment. 1.3 Identify clients at risk or those who have specific needs. 1.4 Identify environmental hazards for clients utilizing the aquatic facility or environment 1.5 Promote compliance with safety rules of aquatic facility to clients 1.6 Identify supervision requirements according to relevant legislation, industry codes and organizational policies and procedures and select supervision techniques appropriate to the nature of the facility or environment.
2. Maintain a safe aquatic facility or environment.	2.1 Monitor client behavior and activities according to relevant legislation and organizational policies and procedures 2.2 Identify behavior and activities posing a risk to the individual or other facility users. 2.3 Inform clients of unacceptable behavior or actions according to organizational policies and procedures. 2.4 Take action to remove clients who persist in unsafe behavior, according to organizational policies and procedures.

3. Assess possible emergency or rescue situations.	3.1 Identify signs of possible casualty or difficulty. 3.2 Assess situation to determine appropriate response to emergency according to accepted best practice principles of aquatic rescues, relevant legislation and organizational policies and procedures. 3.3 Communicate emergency situation to appropriate personnel according to organizational policies and procedures. 3.4 Report and record incidents according to organizational policies and procedures
4. Apply Observation skills and techniques	4.1 How to remain attentive in observing people and their activities on beach and in sea. 4.2 Familiarize with observation assist equipment used by lifeguards 4.3 Practice various observations techniques while performing as a lifeguard

Range Statement:

Hazardous behavior and activities may include:
- ✓ misusing equipment
- ✓ swimming in unsafe areas
- ✓ behaving with disregard for the safety of others or self
- ✓ chewing gum while swimming
- ✓ diving into shallow water
- ✓ Consuming alcohol or illegal drugs.

Clients may include:
- ✓ participants
- ✓ care-givers
- ✓ members
- ✓ volunteers
- ✓ facility owners
- ✓ spectators
- ✓ Staff.

Aquatic facility and environments may include:
- ✓ pools
- ✓ pool surrounds
- ✓ play equipment
- ✓ shower and changing areas
- ✓ lakes, rivers and dams
- ✓ Beaches.

Clients at risk may include:
- ✓ drug or alcohol affected
- ✓ overweight
- ✓ elderly
- ✓ people with a disability
- ✓ weak or non-swimmers
- ✓ injured swimmers
- ✓ new facility users
- ✓ young children

- ✓ drug or alcohol affected
- ✓ overweight
- ✓ elderly
- ✓ people with a disability
- ✓ weak or non-swimmers
- ✓ injured swimmers
- ✓ new facility users
- ✓ Young children.

Environmental hazards may include:
- ✓ weather conditions
- ✓ reflective glare
- ✓ water clarity or turbidity
- ✓ rips
- ✓ Shallow water.

Relevant legislation may include:
- ✓ occupational health and safety
- ✓ duty of care regulations
- ✓ working with children regulations
- ✓ dangerous goods act and regulations
- ✓ environment legislation
- ✓ anti-discrimination legislation.

Industry codes may include:
- ✓ guidelines or code of conduct policies developed by peak bodies responsible for lifesaving:
- ✓ Relevant state or territory surf lifesaving organization.

Organizational policies and procedures may include:
- ✓ occupational health and safety
- ✓ use and care of equipment
- ✓ communication protocols
- ✓ safety, rescue and emergency procedures
- ✓ incident reporting
- ✓ risk management
- ✓ behaviour management.

Signs of possible casualty or difficulty may include:
- ✓ lack of movement
- ✓ arm waving
- ✓ calling for help.

Response may include:
- ✓ type of rescue
- ✓ required assistance
- ✓ available assistance
- ✓ required emergency services.

Emergency may include:
- ✓ envenomation by aquatic animals
- ✓ spinal injury
- ✓ drowning
- ✓ heart attack

- ✓ severe bleeding
- ✓ multiple victims

Emergency may include:
- ✓ envenomation by aquatic animals
- ✓ spinal injury
- ✓ drowning
- ✓ heart attack
- ✓ severe bleeding
- ✓ multiple victims

Accepted best practice principles of aquatic rescues may include:
- ✓ accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks
- ✓ the culture of lifesaving.

Hazardous behaviour and activities may include:
- ✓ misusing equipment
- ✓ swimming in unsafe areas
- ✓ behaving with disregard for the safety of others or self
- ✓ chewing gum while swimming
- ✓ diving into shallow water
- ✓ consuming alcohol or illegal drugs.

Clients may include:
- ✓ participants
- ✓ care-givers
- ✓ members
- ✓ volunteers
- ✓ facility owners
- ✓ spectators
- ✓ staff.

Aquatic facility and environments may include:
- ✓ pools and spas
- ✓ pool surrounds
- ✓ play equipment
- ✓ shower and changing areas
- ✓ lakes, rivers and dams
- ✓ beaches

Clients at risk may include:
- ✓ drug or alcohol affected
- ✓ overweight
- ✓ elderly
- ✓ people with a disability
- ✓ weak or non-swimmers
- ✓ injured swimmers
- ✓ new facility users
- ✓ young children

Environmental hazards may include:
- ✓ weather conditions

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- ✓ reflective glare
- ✓ water clarity or turbidity
- ✓ rips
- ✓ shallow water.

ASSESSMENT GUIDE

The assessment guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this occupational standard

Forms of assessment

Assessment for the unit needs to be continuous and holistic and must include real or simulated workplace activities.

Critical aspects (for assessment)

Evidence of the following is essential:
- ✓ identifies behaviours and actions that pose a risk to the range of clients commonly encountered in aquatic facilities or environments
- ✓ determines and actions appropriate responses according to the organisation's risk management plan and own level of responsibility
- ✓ monitors and supervises client activity discreetly and takes prompt action within own level of responsibility to maintain a safe aquatic facility or environment at all times
- ✓ uses effective communication techniques to monitor and manage the behaviour of clients and to document incidents
- ✓ identifies the common signs and signals of a person experiencing difficulties in the water and determines and actions the most appropriate response.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Knowledge to be developed: ✓ problem-solving skills to identify factors leading to unsafe situations ✓ determine appropriate course of action to minimise risks to clients ✓ communication skills to promote compliance with safety rules and regulations and inform clients of unacceptable behaviour or actions and deal with potential conflict ✓ respond to and report aquatic emergencies ✓ planning and organisational skills to devise an appropriate response after assessing an emergency situation ✓ document emergency incidents ✓ first aid and emergency response skills	Skills to be developed: ✓ monitoring of client behaviour and activities ✓ reporting and recording of incidents and emergency situations ✓ potential dangers or hazards commonly encountered in aquatic environments and how to ensure safe conduct and supervision of client activities ✓ first aid, emergency and rescue procedures attended ✓ characteristics and needs of individuals who may be at risk to enable effective supervision and response ✓ signs and symptoms of physical injury to enable prompt response in an emergency ✓ hazardous behaviour and activities that pose risks to clients and how to identify and deal with them quickly and safely ✓ conflict resolution techniques to deal with difficult or aggressive clients.

UNIT TITLE	Develop swimming skills				
DESCRIPTOR	This unit describes the knowledge and skills required to identify the ways in which swimming skills are applied in an occupational context and to use one or more swimming strokes to swim a minimum of 100 meters. While swimming remains a crucial skill for a lifeguard, the unit ensures development of skills such as physical fitness, perform swimming to required levels, develop freediving skills and review progress.				
CODE	TOUS03CR13V1/20	**LEVEL**	III	**CREDIT**	05

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify the context for application of swimming skills	1.1 Identify the potential application of swimming skills 1.2 Identify the bodies of water where swimming skill may be applied in an occupational context 1.3 Identify safety implications of different bodies of water
2. Identify the required swimming level	2.1 Identify own level of swimming skill 2.2 Identify the swimming skill to be developed 2.3 Discuss and agree an appropriate program with a swimming instructor
3. Apply Hand Signals	3.1 Introduction to hand signals and their applications. 3.2 Types of hand signals 3.3 Demonstrate hand signals for different rescue tasks 3.4 Demonstrate hand signals for various directions
4. Undertake a swimming program	4.1 Confirm and apply any safety requirements 4.2 Assemble required items 4.3 Follow instructions of swimming instructor 4.4 Clarify instructions as required 4.5 Undertake the agreed program
5. Develop basic free diving skills	5.1 Develop awareness on Safety & Problem Management 5.2 Familiarize with Freediving Equipment 5.3 Develop knowledge related to Physics and Physiology 5.4 Perform Freediving Technique 5.5 Maintain Correct Breathing for Freediving 5.6 Develop and maintain Breathing and Breath-Hold Technique

	6.1	Review own progress in consultation with swimming Instructor
6. Review progress	6.2	Adjust program as required
	6.3	Implement adjustments as required

Range Statement:

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Potential application may include:
- ✓ to rescue
- ✓ to apprehend

Bodies of water may include:
- ✓ ocean
- ✓ river
- ✓ lake
- ✓ dam

Safety implications may include:
- ✓ swimming in clothing and equipment
- ✓ negotiating rips
- ✓ checking for submerged obstacles
- ✓ avoiding reeds / soft bottoms

Own level may include:
- ✓ lack of familiarity with water
- ✓ novice
- ✓ beginner

Swimming skill may include:
- ✓ one or more swimming strokes
- ✓ meeting a distance and time requirement

Program may include:
- ✓ timing and number of lessons
- ✓ amount of practice
- ✓ progressive skill development:
  - o stroke
  - o breathing
  - o kicking

- ✓ water familiarization
- ✓ safe entry

Safety requirements may include:
- ✓ water safety
- ✓ sun safety
- ✓ safe use of facilities and / or equipment

✓ level of supervision
✓ self-monitoring

Required items may include:
✓ appropriate swimwear
✓ swimming goggles / caps
✓ sunscreen
✓ footwear
✓ towels

Tools, equipment and material used
✓ an appropriate swimming instructor to advise and instruct a program
✓ a suitable facility to demonstrate the required level of swimming skill

ASSESSMENT GUIDE
The assessment guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section of this standard.

Forms of assessment
Forms of assessment undertaken as part of this unit need to reflect real swimming skills and can be taken in an environment where skills competencies can be easily demonstrated.

Critical aspects (for assessment)
Assessment must confirm the ability to:
✓ agree, review and adjust a personal swimming program under the direction of a swimming instructor
✓ undertake the swimming program to swim a minimum of 100 metres within a specified time frame.

Assessment conditions
The following are suggested assessment conditions and methods for this unit:
✓ oral and / or written questioning to assess knowledge of the ways in which swimming skills are applied in an occupational context
✓ observation of the learner taking instruction and seeking clarification as required to safely undertake the swimming program
✓ observation of the learner swimming the required distance within the required time frame

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS

Knowledge to be developed:
 	
✓ safety requirements when undertaking a swimming program
✓ information related to maintaining god health
✓ understanding various swimming levels and how to conduct evaluation
	Skills to be developed:
	
	✓ communication skills to:
	  o agree and confirm own requirements
	  o identify safety requirements
	  o clarify and follow instructions
	✓ self-management skills to:
	  o identify own level of swimming skill
	  o undertake any required practice sessions agreed in program
	  o review own progress and seek assistance when required

UNIT TITLE	Operate and maintain water crafts for rescue operations				
DESCRIPTOR	This unit covers the knowledge and skills required to operate and maintain water crafts such as dinghy and jet ski during aquatic rescue operations in surf or open water environments. Besides rescue skills, the unit include local maritime licensing requirements to operate water crafts used to develop knowledge and skills competencies stipulated within the unit.				
CODE	TOUS03CR11V1/20	**LEVEL**	III	**CREDIT**	06

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Prepare for operations	1.1 Relevant logbooks are reviewed for previous operational feedback and pre-use information is completed in accordance with organizational requirements. 1.2 Pre -operational checks of water craft are completed in accordance with manufacturer's guidelines and organizational procedures. 1.3 Ancillary equipment is checked and securely stowed. 1.4 Personal protective equipment (PPE) is applied or stowed as appropriate. 1.5 Water craft is launching site and is launched according to manufacturer's guidelines and organizational procedures.
2. Receive task information	2.1 Task information received verbally or through communications system is acknowledged. 2.2 Personal capability to perform task-based conditions is evaluated prior to accepting task and this information is communicated to supervisor or communicator.
3. Maneuver marine crafts according to weather conditions	3.1 Water crafts is operated safely within personal skills and limitations. 3.2 Local regulations and legislation relevant to the operation of personal water craft are followed. 3.3 Communication with operational base is maintained. 3.4 Personal protective equipment is worn correctly. 3.5 Emergency procedures are implemented.

4. Perform rescue	4.1 Safe passage to and out of the rescue scene is navigated 4.2 Water craft is positioned at rescue scene. 4.3 Casualty is retrieved safely and is secured in accordance with organizational processes. 4.4 Progress is communicated to operational base. 4.5 Casualty is handed over at designated point. 4.6 Casualty transfer is completed in accordance with organizational procedures.
5. Complete rescue operations and recovery requirements	5.1 Water craft is recovered from launch site and is transported to storage. 5.2 Post -operational checks and maintenance are completed in accordance with manufacturer's instructions and organizational procedures. 5.3 Debriefing with supervisor or other operational staff is completed. 5.4 Relevant logbooks are completed according to organizational requirements.
6. Apply Radio Communication skills	6.1 Familiarize and operate radio communication and VHF systems 6.2 Apply skills related undertaking radio communications

Range Statement:
The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance.

Relevant logbooks may include:
- ✓ Equipment service logs
- ✓ patrol/service logs,
- ✓ water craft operations logs
- ✓

Ancillary equipment may include:
- ✓ flares
- ✓ first aid kit
- ✓ two-way radio

Communications systems may include mobile phone and two-way radio networks

Emergency procedures may include capsize drill, fire on board drill and motor stopped

Rescue methods may include:
- ✓ conscious casualty rescue
- ✓ unconscious casualty rescue

Casualty transfer may include:
- ✓ transfer to another vessel

- ✓ transfer to land-based team members for first aid
- ✓ transfer to medical aid
- ✓ transfer to shore

Post-operational checks and maintenance may include:
- ✓ correct operation of cooling system
- ✓ flushing engine
- ✓ refilling fuel
- ✓ running of engine

Tools, equipment and material used
- ✓ Operating Dinghy
- ✓ Operating Jet-ski
- ✓ Range of challenging situation in sea.
- ✓ Rescue situation

ASSESSMENT GUIDE
The assessment guide provides advice on assessment and must be read in conjunction with the Elements, Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section of this standard.

Forms of assessment
Forms of assessment undertaken as part of this unit need to reflect real situations of operating water crafts for rescue purposes and can be performed in an environment where skills competencies can be easily demonstrated.

Critical aspects (for assessment)
Assessment must confirm the ability to:
- ✓ safely operate water crafts during rescue operations in a range of condition
- ✓ Consistency in performance
- ✓ Competency should be demonstrated over time in a range of actual or simulated water conditions.

Assessment conditions
Assessment must confirm the ability to safely operate a water craft during rescue operations in a range of water conditions. Competency should be demonstrated over time in a range of actual or simulated conditions using the following methods.
- ✓ direct observation
- ✓ interviewing the candidate
- ✓ journals and workplace documentation
- ✓ third party reports from supervisors
- ✓ written or oral questions

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Required Knowledge: ✓ effects of wind, tide, swell and ocean floor on water conditions ✓ organisational craft operational procedures ✓ Organizational procedures for cleaning and maintenance of equipment. ✓ search and rescue techniques ✓ water hazards ✓ Water based survival techniques ✓ types of waves and their characteristic features ✓ Current ✓ Knowledge and Local Nakaiy and its effect on weather	Required skills: ✓ handle water crafts confidently and safely ✓ read water conditions ✓ rescue people safely ✓ swim in the water in moderate conditions ✓ use radio communications ✓ use recognized signals

UNIT TITLE	**Provide care for marine ecosystem**				
DESCRIPTOR	This unit covers competency required to cover the process of identifying most common species within Marine life of Maldives. Besides fish and other species, the unit also focus on learning about corals and how corals can be rehabilitated. The unit will also raise awareness among participants on various environment and fisheries regulations important for the snorkelling guides.				
CODE	TOUS03CR15V1/20	**LEVEL**	III	**CREDIT**	04

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Identify most common species and their habitat and feeding requirements	1.1 Profile of most common fish living in the shores of Maldives, including habitat, nutrition, health and behavioral characteristics, is defined. 1.2 Fish and other marine species are classified using safety to humans. 1.3 Colours, markings and other identifying features are defined, interpreted and documented.
2. Comply with existing environment and fisheries regulations applicable to snorkelling guides	2.1 Identify marine and fisheries related regulation applicable to people engaged in snorkelling 2.2 Measures to comply with these regulations are interpreted and communicated
3. Assist with health care needs of marine species and coral rehabilitation	3.1 Explain healthcare needs of common marine species including corals. 3.2 Effects of coral bleaching and possible rehabilitation steps are identified and communicated 3.3 A small coral rehabilitation project or activity is undertaken

Range Statement:
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Commonly available marine species may include the following.
- ✓ Various types of fish
- ✓ Coral
- ✓ Mollusks
- ✓ Crustaceans
- ✓ Reef fish
- ✓ Sharks
- ✓ Stingrays and Manta Rays
- ✓ Endangered Species
- ✓ Turtles

Tools, equipment and material used
Assessment must also ensure access to:
- ✓ a suitable snorkelling site
- ✓ participants to take part in the snorkelling activity

- ✓ snorkelling, safety, rescue and first aid equipment
- ✓ resources and information regarding participants and location to plan, guide and document snorkeling activity for a variety of participants.

ASSESSMENT GUIDE

Forms of assessment

Assessment must ensure safe guiding of groups in snorkelling activities that reflect the needs of a range of participants to demonstrate competency and consistency of performance.

Critical aspects (for assessment) Assessment conditions

Evidence of the following is essential:
- ✓ plans within activity constraints and guides and monitors groups in a safe and professional manner applies contingency management techniques to deal with a range of problems and issues that commonly arise during snorkelling activities
- ✓ encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.
- ✓ Continuous reference to existing environment and fisheries regulation related to restrictions related to the marine species.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Knowledge to be developed: ✓ legislation, organisational policies and procedures ✓ site specific information to assist in the planning process and enable management of potential hazards. ✓ Knowledge of marine species, their behaviours, feeding and habitual requirements ✓ use, care and maintenance of snorkelling equipment to ensure prolonged life span and safety requirements ✓ weather and environmental information to ascertain possible conditions and their effect on the activity ✓ sea features such as currents, waves and tides and how these might impact on the snorkelling experience ✓ aquatic hazards and risks that may be experienced in confined and or open water conditions, such as sea life and environmental, and how to safely negotiate these ✓ first aid, emergency and rescue procedures relevant to the site to ensure safety of self and others.	Skills to be developed: ✓ Communication skills to consult with participants to identify individual and group needs ✓ interact with participants to create a safe and positive snorkelling environment ✓ Identify marine species and convey information related them with names, feeding and habitat information. ✓ Convey dangers of dealing with marine species while snorkelling ✓ make decisions about potential hazards that may affect the activity ✓ source, allocate and coordinate resources, equipment and a suitable snorkelling site ✓ organise participants into manageable groups for snorkelling ✓ language and literacy skills to produce a plan for the snorkelling activity ✓ personal snorkelling skills to a high level of technical correctness to demonstrate and explain techniques to participants ✓ first aid and emergency response skills appropriate to the site to enable initial response and or rescue in emergencies whilst instructing snorkelling.