



**Maldives National Skills Development Authority**



# **National Competency Standard for Lifeguard**

**Standard Code: TOUS02V1/20**

**Qualification Name: National Certificate III in Lifeguarding**  
**Qualification Code: TOUS02Q01L3V1/20**

## 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 "Lifeguard". 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.



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	Ali Hashim	Executive Director	Ministry of Tourism
03	Mohamed Shizleen	Course Director / Head of School	Maldives Swimming and Lifesaving Skills Training School
04	Mohamed Abdul Rahman	Sub - Inspector of Police	Maldives Police Service
05	Mohamed Ziyau	Deputy Training Officer	Ministry of Defense
06	Shaziya Saeed	Vice President	Divers Association Maldives
07	Fahud Faiz	President	Maldives Free Diving Association
08	Hussain Aamil	Manager	Island Watersports
02	Mohamed Hamza	Freelance – Surf Guider	Maldives Surfing Association



VERSION	DEVELOPER	DATE	STANDARD CODE
V1	TVET Authority	2012	-
V2	Maldives Institute of Technology	05 <sup>th</sup> October 2020	TOUS02V2/20



### 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:**

<p>Mariyam Noordeen Chairperson Tourism Employment Sector Council</p> 	 <p>Dr. Sham'aa Abdullah Hameed Vice-Chairperson Tourism Employment Sector Council</p>
<p>Technical and Vocational Education and Training Authority Ministry of Higher Education Handhuvaree Hingun, M. World Dream Male', Maldives</p>	
Date of Endorsement: 2012	Date of Revision: 05 <sup>th</sup> October 2020

## Standard Development Process

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

Referred draft occupational standard is then submitted to a team of Technical Panel (TP) selected from the Maldivian workplaces to review the Lifeguard Standard. The members of the TP provided technical support by recommending changes to the Lifeguard Standard through incorporation of units of competencies and editing of the already included competency units. Purpose of this process was to develop a standard that reflects authentic work practices of Lifeguard across the Maldives. Technical Panel meetings continued in reviewing the Lifeguard Standard until the Final Draft is developed and agreed among all the participating members.

Final Draft of the Lifeguard Standard is then submitted to the Tourism Employment Sector Council for endorsement and validation. A brief report on how the National Occupational Standard of Lifeguard was compiled is also presented to the Tourism Employment Sector Council together with the standard. Council members ensured that the industry needs, including all the core and common competencies presented in the Food & Beverage Service standard reflect the work practices of Lifeguard occupations across the Maldives. With further editing, Lifeguard Standard has been endorsed by the Council.

With the endorsement from the Tourism Employment Sector Council, final document of the National Occupational Standard of Lifeguard is submitted to Maldives Qualification Authority (MQA) for approval. With approval from MQA, the National Occupational Standard of Lifeguard is published on TVETA website, to be used by training providers in delivering Lifeguard Training programs across the Maldives.

## Description of “Lifeguard”

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Lifeguards play an important role in providing safety and security to those using Maldivian beaches and that include tourists as well as locals.

The role of a Lifeguard is to monitor and supervise aquatic activities. They are in charge of making sure all users follow the pre-established security measures to avoid injuries and other accidents. Lifeguards are also responsible for responding to any emergency that may occur in a timely manner.

## Job opportunities upon completion of “National Certificate-3 in Lifeguard”

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Upon successful completion of the National Certificate III in Lifeguard, students can work in the following jobs.

1. *Lifeguard position at the guest houses with beaches and swimming pools*
2. *Lifeguard positions at local Resorts*
3. *Lifeguard Trainer at Skills Training Institutions*
4. *Freelance Lifeguard services to beach events and can be self-employed*

## 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 LIFE GUARDING		
<b>3. Qualification code:</b> TOUS02Q01L3V2/20		<b>Total Number of Credits: 64</b>
<b>4. Purpose of the qualification</b> This qualification describes performance outcomes, skills and knowledge required to train and develop competent lifeguards capable of providing safety and security to the large number of tourists and locals using Maldivian beaches and seas. The qualification is of significant importance as presence of lifeguards on the beaches will ensure reduced occurring of incidents such as drowning that are common across the Maldivian beaches and seas.		
<b>5. Regulations for the qualification</b>		National Certificate III in Life Guarding 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
<b>6. Schedule of Units</b>		
Unit No	Unit Title	Code
<b>Common Competencies</b>		
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
<b>Core Competencies</b>		
09	Interpret weather and environmental conditions for outdoor recreation activities	TOUS02CR09V2/20
10	Administer oxygen in an emergency situation	TOUS02CR12V2/20
11	Provide emergency care	TOUS02CR13V2/20
12	Perform advanced water rescues	TOUS02CR14V2/20
13	Apply supervision techniques in managing groups at aquatic facilities	TOUS02CR10V2/20
14	Develop swimming Skills	TOUS02CR15V2/20
15	Operate and maintain water crafts for rescue operations	TOUS02CR11V2/20
<b>7. Accreditation requirements</b>		The training provider should place trainees in relevant industry or sector to provide the trainees the hands-on experience exposure related to this qualification.
<b>8. Recommended sequencing of units</b>		As appearing under the section 06

## Units Details

#	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	TOUS02CR09V2/20	III	03
10	Administer oxygen in an emergency situation	TOUS02CR12V2/20	III	05
11	Provide emergency care	TOUS02CR13V2/20	III	05
12	Perform advanced water rescues	TOUS02CR14V2/20	III	05
13	Apply supervision techniques in managing groups at aquatic facilities	TOUS02CR10V2/20	III	05
14	Develop swimming Skills	TOUS02CR15V2/20	III	05
15	Operate and maintain water crafts for rescue operations	TOUS02CR11V2/20	III	06

### Packaging of National Qualifications:

National Certificate III in Life Guarding 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

**Qualification Code:** TOUS02Q01L3V2/20



## Competency Standard for Lifeguard

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**

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<ul style="list-style-type: none"> <li>✓ Overview of the tourism industry, its products and services.</li> <li>✓ Identify and evaluate quality of tourism related products and services</li> <li>✓ Role of functions of individual staff members of tourism related organizations</li> <li>✓ Identify and evaluate sources for reliable industry information</li> </ul>	<ul style="list-style-type: none"> <li>✓ Skills related to identifying various tourism related products and services.</li> <li>✓ Identify sources of information related to various tourism related products.</li> <li>✓ Convey proper information related to tourism products with accuracy</li> </ul>

UNIT TITLE     Apply work ethics and professionalism					
<b>DESCRIPTOR</b>	This module covers the knowledge, skills and attitudes required in demonstrating proper work values and professionalism while at workplace. Besides ethical values, knowledge and skills also developed on maintaining integrity at work.				
<b>CODE</b>	TOUCM02V1/20	<b>LEVEL</b>	III	<b>CREDIT</b>	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 company's 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	4.1 Personal behavior and relationships with co-workers and/or clients are demonstrated consistent with ethical standards, policy and guidelines. 4.2 Work practices are satisfactorily demonstrated and consistent with industry work ethical standards, organizational policy and guidelines. 4.3 Instructions to co-workers are provided based on ethical lawful and reasonable directives
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### 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
<p>Knowledge requirement:</p> <ul style="list-style-type: none"> <li>✓ Work responsibilities/job functions</li> <li>✓ Company code of conduct/values</li> <li>✓ Concept of work values/ethics</li> <li>✓ Company policies and guidelines</li> <li>✓ Work ethical standard</li> <li>✓ Company's identified ethical problems</li> <li>✓ Work incidents/situation</li> <li>✓ Standard operating procedures</li> <li>✓ Report writing and documentation</li> <li>✓ Fundamental rights at work including gender sensitivity</li> <li>✓ Corporate social responsibilities</li> <li>✓ Human and interpersonal Relations</li> <li>✓ Value Formation</li> <li>✓ Professional Code of Conduct and Ethics</li> </ul>	<p>Skills requirement:</p> <ul style="list-style-type: none"> <li>✓ Purpose for working and the why's of work are identified, reflected and linked to self-development</li> <li>✓ Work values/ethics/concepts are identified and classified in accordance with company's ethical standard</li> <li>✓ Work policies are undertaken in accordance with company's policies.</li> <li>✓ Resources are used in accordance with company's policies and guidelines.</li> <li>✓ Work incidents/situations are reported according to company guidelines</li> <li>✓ Personal behavior and relationships with co-workers and clients are within ethical standard</li> <li>✓ Work practices are satisfactorily demonstrated and consistent.</li> <li>✓ Instructions to co-workers are provided based on ethical lawful and reasonable directives</li> </ul>

<b>UNIT TITLE    Follow health, safety and security procedures</b>					
<b>DESCRIPTOR</b>	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.				
<b>CODE</b>	TOUCM03V2/20	<b>LEVEL</b>	III	<b>CREDIT</b>	03

<b>ELEMENTS OF COMPETENCIES</b>		<b>PERFORMANCE CRITERIA</b>	
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.	
		1.3. Effects and consequences of poor personal hygiene understood and avoided in all practice	
2. Follow workplace health, safety and security procedures		2.1. Health, safety and security procedures followed in line with operational policies and procedures and laws and regulations	
		2.2. Illnesses reported through proper channels of communication, using relevant forms and formats, in line with enterprise procedures	
		2.3. Safety and security breaches reported through proper channels of communication, in line with enterprise procedures	
3. Deal with emergency situations		3.1. Emergency situations recognized and appropriate procedures followed in line with enterprise procedures	
		3.2. Assistance sought and cooperation given in emergency situations in line with enterprise procedures	
		3.3. Emergency incidences reported in line with enterprise procedure	
4. Identify and prevent hygiene risks		4.1. Hygiene risks identified, prevented and avoided in line with enterprise procedures	
		4.2. Hygiene risks reported to appropriate persons and corrective action taken in line with enterprise procedures	
5. Knowledge of the handling of		5.1. Necessary information, instructions and training	

machinery to prevent accidents	<p>provided to ensure occupational health and safety of employees, and for the effective maintenance of the machinery</p> <p>5.2. Procedures put in place to avoid accidents</p> <p>5.3. incidents reported through proper channels of communication, in line with enterprise procedures</p>
6. Clean the work area	<p>6.1 Cleaning tasks accomplished to enterprise standards</p> <p>6.2 Proper method for cleaning selected and employed for appropriate task</p>
7. Secure work premises	<p>7.1 Work premises closed and locked at the end of work, in line with enterprise procedures</p>

### 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**

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<ul style="list-style-type: none"> <li>✓ General knowledge on safe practices</li> <li>✓ Communication procedures</li> <li>✓ Relevant workplace procedures and guideline</li> </ul>	<ul style="list-style-type: none"> <li>✓ Undertake safe manual handling jobs</li> <li>✓ Competent to follow safety regulations</li> <li>✓ Competent to work safely with workplace equipment, machines, materials and colleagues</li> </ul>

UNIT TITLE      Practice effective workplace communication					
<b>DESCRIPTOR</b>	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.				
<b>CODE</b>	TOUCM04V2/20	<b>LEVEL</b>	III	<b>CREDIT</b>	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



	<p>3.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to</p> <p>3.6 Meetings outcomes are interpreted and implemented</p>
4. Complete relevant work-related documents	<p>4.1 Range of forms relating to conditions of employment is completed accurately and legibly</p> <p>4.2 Workplace data is recorded on standard workplace forms and documents</p> <p>4.3 Basic mathematical processes are used for routine calculations</p> <p>4.4 Errors in recording information on forms/ documents are identified and properly acted upon</p> <p>4.5 Reporting requirements to supervisor are completed according to organizational guidelines</p>
5. Manage workplace calls and messages	<p>5.1. Operate workplace phones</p> <p>5.2. Attend and manage phone calls</p> <p>5.3. Read and respond to texts and messages</p> <p>5.4. Perform communication in both English and Dhivehi</p>

### 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
<ul style="list-style-type: none"><li>✓ General knowledge of English and Divehi grammar</li><li>✓ General knowledge of common telephone equipment</li><li>✓ General knowledge on effective communication</li></ul>	<ul style="list-style-type: none"><li>✓ Undertake effective customer relation communications</li><li>✓ Competent in communicating basic with customers</li><li>✓ Fluency in English and Dhivehi language usage</li></ul>

UNIT TITLE <b>Provide effective customer care</b>					
DESCRIPTOR	This unit addresses the importance of caring for customers in the hospitality industry, especially while working as a Lifeguard. 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.
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## 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: <ul style="list-style-type: none"><li>✓ effective customer services principles, including requirements to meet customer service needs and expectations</li><li>✓ workplace products and services</li><li>✓ customer service reporting procedures</li><li>✓ customer service problem-resolution procedures.</li></ul>	Skills to be developed: <ul style="list-style-type: none"><li>✓ promote products and services in a clear and direct manner</li><li>✓ identify customer needs and expectations</li><li>✓ resolve customer concerns and complaints by taking appropriate action, including:<ul style="list-style-type: none"><li>• handling customer needs in a courteous, discreet and sensitive manner</li><li>• addressing customer complaints and escalating where necessary</li></ul></li><li>✓ apply workplace procedures relating to customer feedback, including:<ul style="list-style-type: none"><li>• customer service and continuous improvement processes</li><li>• workplace customer service practices</li></ul></li></ul>



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

<p>5. Basic Microsoft Word and Excel skills</p>	<p>5.1. Ensure data is entered, checked and amended in accordance with organizational and task requirements, to maintain consistency of design and layout</p> <p>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</p> <p>5.3. Ensure formulae are used and tested to confirm output meets task requirements, in consultation with appropriate personnel as required</p> <p>5.4. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production</p> <p>5.5. Format document using appropriate software functions to adjust page layout to meet information requirements, in accordance with organizational style and presentation requirements</p> <p>5.6. Use system features to identify and manipulate screen display options and controls</p> <p>5.7. Use manuals, user documentation and online help to overcome problems with document presentation and production</p>
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### **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
<p>Knowledge required:</p> <ul style="list-style-type: none"><li>✓ Basic ergonomics of keyboard and computer use</li><li>✓ Main types of computers and basic features</li><li>✓ Of different operating systems</li><li>✓ Main parts of a computer</li><li>✓ Storage devices and basic categories of memory</li><li>✓ Relevant software</li><li>✓ General security and computer Viruses</li></ul>	<p>Skills required:</p> <ul style="list-style-type: none"><li>✓ communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback</li><li>✓ problem-solving skills to solve routine problems in the workplace, while under direct supervision</li><li>✓ technology skills to use equipment safely while under direction, basic keyboard and mouse skills and procedures relating to logging on and accessing a computer</li><li>✓ basic typing techniques and strategies.</li></ul>

UNIT TITLE <b>Provide first aid</b>					
<b>DESCRIPTOR</b>	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.				
<b>CODE</b>	TOUCM07V2/20	<b>LEVEL</b>	III	<b>CREDIT</b>	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:
  - Checking and maintaining the casualty's airway, breathing and circulation
  - Checking the site for danger to self, casualty and others and minimizing the danger

## **UNDERPINNING KNOWLEDGE AND SKILLS**

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<ul style="list-style-type: none"> <li>✓ Basic anatomy and physiology</li> <li>✓ Resuscitation</li> <li>✓ Bleeding control</li> <li>✓ Care of the unconscious</li> </ul>	<ul style="list-style-type: none"> <li>✓ Assertiveness skills</li> <li>✓ Communication skills</li> <li>✓ Decision making</li> <li>✓ Report preparation</li> </ul>

<ul style="list-style-type: none"> <li>✓ Airway management</li> <li>✓ Basic infection control principles and procedures</li> <li>✓ Legal requirements</li> <li>✓ Duty of care</li> <li>✓ Reporting requirements</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide first aid</li> <li>✓ Provide various types of treatments</li> <li>✓ Demonstrate the four-step process providing basic first aid</li> </ul>
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UNIT TITLE    Respond to Fire					
DESCRIPTOR	<p>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.</p>				
CODE	TOUCM08V1/20	LEVEL	III	CREDIT	03

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

### 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
<p>Knowledge to be developed:</p> <ul style="list-style-type: none"> <li>✓ composition of teams, and roles and responsibility of team members</li> <li>✓ fire alarm systems</li> <li>✓ local area emergency procedures</li> <li>✓ principles of teamwork, team aims and objectives</li> <li>✓ site emergency plan</li> <li>✓ techniques for supporting others/team members</li> <li>✓ types, operations and application of firefighting equipment including extinguishers, hose reels and, where appropriate, monitors</li> <li>✓ verbal and non-verbal communication techniques including language, language style, active listening</li> </ul>	<p>Skills to be development:</p> <ul style="list-style-type: none"> <li>✓ access, read and interpret local emergency procedures</li> <li>✓ apply evacuation procedures</li> <li>✓ assess fire situation and notify authorities</li> <li>✓ carry out periodic checks on firefighting equipment</li> <li>✓ identify emergency alarms and match with response requirement</li> <li>✓ identify, select and use firefighting equipment</li> <li>✓ participate in a team</li> <li>✓ use a variety of verbal and non-verbal communication techniques</li> </ul>

<b>UNIT TITLE</b> Interpret weather and environmental conditions for outdoor recreation activities					
<b>DESCRIPTOR</b>		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 while working as lifeguard.			
<b>CODE</b>	TOUS02CR09V2/20	<b>LEVEL</b>	III	<b>CREDIT</b>	03

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
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

	<p>associated with the onset of life-threatening weather hazards in a marine environment.</p> <p>3.4 Identify characteristics of life-threatening weather hazards in a marine environment and their possible impact on recreational marine activities.</p>
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### **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.

Data may include:

- ✓ cloud cover
- ✓ wind direction and speed
- ✓ barometric pressure
- ✓ precipitation type and intensity
- ✓ wave size and form

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
- ✓ surf kayaking
- ✓ wind surfing

- ✓ sailing
- ✓ SCUBA diving
- ✓ snorkeling
- ✓ personal water craft riding

**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

**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:

- ✓ 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
<p>Knowledge requirement:</p> <ul style="list-style-type: none"> <li>✓ map types and symbols to predict weather for a specific marine area</li> <li>✓ differences between general and marine forecasts to anticipate additional hazards and risks</li> <li>✓ methods of predicting and forecasting weather to determine its impact on recreational marine activities</li> <li>✓ influence of cloud types, local air masses, seasons, topography and landforms on the weather and the implications of these on marine activities</li> <li>✓ methods of recording weather data to identify patterns and apply this information to plan safe marine activities</li> <li>✓ life threatening marine weather hazards and their possible impact on recreational marine activities</li> </ul>	<p>Skills requirement:</p> <ul style="list-style-type: none"> <li>✓ planning and organizing skills to: <ul style="list-style-type: none"> <li>▪ collect weather and environmental information at regular intervals</li> <li>▪ record and interpret weather and environmental information</li> <li>▪ justify suitability and safety of an activity area</li> </ul> </li> <li>✓ problem-solving skills to: <ul style="list-style-type: none"> <li>▪ determine the impact of meteorological data on planned activities</li> <li>▪ predict and anticipate weather for a specific marine environment</li> <li>▪ compare the differences between various weather attributes</li> </ul> </li> <li>✓ literacy and numeracy skills to: <ul style="list-style-type: none"> <li>▪ interpret and analyze weather and environment information</li> <li>▪ record weather data patterns.</li> </ul> </li> </ul>

<b>UNIT TITLE    Administer oxygen in an emergency situation</b>					
<b>DESCRIPTOR</b>	This unit applies to public safety workers who attend incidents where the use of oxygen in either life-saving or ongoing management of a casualty is appropriate. The unit will prepare lifeguard to assess casualty, prepare equipment, provide first responders medical emergency with specific use of oxygen for therapy.				
<b>CODE</b>	TOUS02CR12V2/20	<b>LEVEL</b>	III	<b>CREDIT</b>	05

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Assess casualty and develop management plan	1.1. Assessment of casualty is undertaken including vital signs, details of incident, medical/casualty history, physical appearance and other signs and symptoms. 1.2. Management plan is developed taking into account available equipment, condition of patient and special requirements of certain conditions. 1.3. Where possible casualty is assisted to a comfortable position suitable for implementation of management plan. 1.4. Casualty is encouraged and reassured as necessary to facilitate effective treatment. 1.5. Medical aid is arranged as soon as possible consistent with maintaining casualty safety.
2. Check equipment	2.1. Pre-use check of safety and potential effectiveness of equipment is undertaken in accordance with operating procedures, Maldivian standards and regulatory requirements. 2.2. Minor faults are diagnosed and repairs are carried out in accordance with organisation procedures to restore equipment to working order. 2.3. Faults and defects are reported /recorded according to organisational procedures
3. Maintain unobstructed airway	3.1. Airway is cleared and maintained using non-intervention techniques where possible 3.2. Appropriate steps are taken to reduce risk to self or others of contamination by the casualty's body fluids. 3.3. Where carried, suction apparatus is safely inserted into pharynx and suction initiated

	using approved techniques to avoid injuring casualty.
4. Resuscitate casualty	4.1. Where appropriate face masks and other barriers are used according to ARC standards.
5. Use oxygen to provide therapy	5.1. Where indicated, oxygen therapy is used in the ventilation of casualty.
6. Recover and restore equipment	6.1. Equipment is cleaned, and discarded or disinfected, restocked and/or replenished and stored safely according to organisation procedures

## 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. Bold italicised wording in the Performance Criteria is detailed below.

Pre-use check may include:

- ✓ checking existence of suitable prominent warnings about precautions to be observed
- ✓ checking for damage
- ✓ to replenish and/or restore

Regulatory requirements may include:

- ✓ relevant State and Territory regulatory bodies

Reporting/recording faults and damage may

- ✓ Verbal
- ✓ filling out and processing standard form

Inserted into pharynx:

- ✓ no further than the back teeth

Barriers may include:

- ✓ Facemasks
- ✓ unidirectional valves
- ✓ bidirectional valves
- ✓ filters

## ASSESSMENT GUIDE

### 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:

- ✓ Assessment of casualty is undertaken including vital signs, details of incident, medical/casualty history, physical appearance and other signs and symptoms.
- ✓ applies relevant process to plan and select appropriate equipment suitable for the activity
- ✓ evaluates and reflects on own surfing performance to identify strengths, weaknesses and areas that need improvement.

### **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**

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<p>Knowledge requirement:</p> <ul style="list-style-type: none"> <li>✓ determining oxygen pressure and volume content of cylinders</li> <li>✓ reading oxygen content gauges</li> <li>✓ use of resuscitation equipment</li> </ul>	<p>Skills requirement:</p> <ul style="list-style-type: none"> <li>✓ causes of hypoxia and hypoxic hypoxia</li> <li>✓ correct use of oxygen cylinders and devices</li> <li>✓ disease and chronic airways lesions (COAD/CAL)</li> <li>✓ estimation of duration of oxygen supply</li> <li>✓ indicators of obstructed breathing</li> <li>✓ lower airways diseases</li> <li>✓ management of COAD/CAL casualties</li> <li>✓ possible causes of hypoventilation</li> <li>✓ precautions for safe storage and handling of oxygen cylinders</li> <li>✓ principles of operation and troubleshooting</li> <li>✓ respiratory system- lungs</li> <li>✓ resuscitation and kits - specifications</li> <li>✓ signs and symptoms of chronic obstructed airways</li> <li>✓ techniques for maintenance of unobstructed airway</li> <li>✓ the mechanism of respiration</li> </ul>

UNIT TITLE Provide emergency care					
DESCRIPTOR	This unit deals with the skills and knowledge required for providing emergency care including identification of needs, maintaining personal safety while giving care, assessment, implement emergency care procedures and work with all the relevant organizations in providing care to the casualty.				
CODE	TOUS02CR13V2/20	LEVEL	III	CREDIT	05

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA	
1. Identify need for emergency care		1.1.	Initial assessment is made of extent and nature of emergency care required.
		1.2.	Initial assessment is communicated to appropriate personnel in accordance with organization's policies and procedures.
2. Ensure personal safety of caregiver and casualty		2.1.	Hygiene is maintained for protection of self and casualty.
		2.2.	Hazards to the career are identified and appropriate action taken to safeguard against injury
3. Reassure casualty		3.1.	A calm, caring and reassuring manner is adopted in interaction with the casualty and others at the scene.
		3.2.	Casualty is made comfortable using available resources.
4. Assess casualty and implement emergency care procedures		4.1.	Casualty assessed for DRABC.
		4.2.	Vital signs are continually monitored, recorded and any changes considered in planning treatment and reported as appropriate.
		4.3.	Treatment appropriate to the casualty's injuries is provided in line with approved first aid techniques and standards.
		4.4.	First aid equipment is operated in accordance with manufacturer's procedures and instructions, and organizational standards, policies, procedures and protocols.
		4.5.	Casualty's condition is monitored and reported in accordance with organization's policies and procedures and treatment modified as necessary.
		4.6.	Treatment is maintained until qualified medical

	help takes over.
5. Work cooperatively with personnel from other organizations	<p>5.1. Clear and comprehensive reports are provided to personnel involved in ongoing casualty care.</p> <p>5.2. Members of other emergency services are assisted in their tasks in accordance with organization's standards and personal level of responsibility and competence.</p>
6.Recover and restore first aid equipment	<p>6.1. First aid equipment is recovered, cleaned, inspected/tested, stored, restocked and resupplied and medical waste disposed of safely according to organization's policies and procedures.</p> <p>6.2. First aid equipment faults are rectified and/or reported in accordance with organization's policies and procedures.</p>
7.Complete documentation	<p>7.1. Documentation is completed and processed in line with legislative, regulatory and organization's requirements.</p>

### Range Statement

Conditions under which this competency may be required include:

- ✓ operating during any rescue or response situation including specialist rescue
- ✓ hazardous environmental conditions—adverse weather
- ✓ after dark operations
- ✓ difficult terrain
- ✓ debris
- ✓ traffic
- ✓ time pressures
- ✓ varying time frames—short term
- ✓ sudden impacts
- ✓ protracted response operations
- ✓ limited access to equipment necessitating the use of improvised techniques

Equipment may include:

- ✓ first aid kit
- ✓ personal protective equipment
- ✓ stretchers including improvised

Details of incident obtained from:

- ✓ casualty
- ✓ visual assessment of scene
- ✓ others at scene

Maintaining personal safety may include:

- ✓ washing hands
- ✓ using gloves

Caring manner may include:

- ✓ personal introduction and identification consistent with other priorities
- ✓ showing empathy
- ✓ communication with casualty
- ✓ voice tone and volume
- ✓ reassurance and gentle treatment all in a culturally appropriate manner

Hazards may include:

- ✓ bodily fluids
- ✓ traffic
- ✓ environmental hazards
- ✓ downed wires
- ✓ bystanders
- ✓ drugs
- ✓ sharps

First aid techniques and standards may include:

- ✓ State and Territory regulations

Others may include:

- ✓ family
- ✓ friends at scene

Appropriate action may include:

- ✓ protecting scene
- ✓ isolating scene
- ✓ relocating casualty

Reporting as appropriate may include:

- ✓ team leader
- ✓ supervisor
- ✓ medical personnel
- ✓ paramedical personnel
- ✓ emergency medical technician

Treatment includes:

- ✓ applying resuscitation techniques
- ✓ controlling bleeding
- ✓ managing fractures
- ✓ managing soft tissue injuries
- ✓ dressing burns and scalds

Qualified health care personnel may include:

- ✓ specialist personnel
- ✓ medical personnel

Organization's standards, policies, procedures and protocols may include

- ✓ legislation relevant to the provision of emergency care
- ✓ legislation relevant to the organization
- ✓ operational Standard Operating Procedures
- ✓ operational performance standards

Reporting casualty's condition may include:

- ✓ need for confidentiality
- ✓ status on arrival
- ✓ treatment provided
- ✓ history
- ✓ observations made
- ✓ changes in conditions
- ✓ timeframes

Documentation may include:

- ✓ written reports
- ✓ casualty details
- ✓ approved forms
- ✓ verbal report
- ✓ personal notes

Moving casualty may include:

- ✓ individually or with assistance
- ✓ observing decency in regard to culture
- ✓ a range of manual handling techniques and lifts and carries

Processing documentation may include:

- ✓ providing reports to authorized personnel
- ✓ filing reports
- ✓ diary entries
- ✓ logs

## **ASSESSMENT GUIDE**

### **Forms of assessment**

A range of assessment methods should be used to assess practical skills and knowledge. It is important that the assessment reflect real-time or simulated events of dealing with providing emergency care is attained.

### **Critical aspects (for assessment)**

Evidence required to demonstrate competency in this unit

- ✓ Competency in this unit must be established through the practical demonstration of first aid skills, maintaining universal precautions and safety awareness.

Accurate documentation and a caring approach to injured persons during first aid activities are critical.

### **Consistency in performance**

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments



**Context of assessment**

Exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence.

**Specific resources for assessment**

Access to first aid equipment used in general operations is essential.

**UNDERPINNING KNOWLEDGE AND SKILLS**

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge requirement:</p> <ul style="list-style-type: none"><li>✓ Occupational Health and Safety guidelines for lifting and carrying</li><li>✓ systems of the body including respiratory, skeletal, digestive, circulatory, nervous, urinary systems and skin</li><li>✓ causes and management of unconsciousness</li><li>✓ priorities for life support in emergencies including the DRABC (danger, response, airway, breathing ventilation and circulation assessments) model</li><li>✓ health related guidelines for personal hygiene</li><li>✓ applying resuscitation techniques</li><li>✓ controlling bleeding</li><li>✓ casualty assessment</li><li>✓ principles of initial casualty management</li><li>✓ management of fractures and soft tissue injuries</li><li>✓ management of burns</li><li>✓ Personal level of limitation of and responsibility</li></ul>	<p>Skills requirement:</p> <ul style="list-style-type: none"><li>✓ Communicating verbally with casualties and others</li><li>✓ completing forms</li><li>✓ following procedures</li><li>✓ providing verbal reports to paramedical personnel</li><li>✓ remaining calm under time pressures and in difficult situations</li><li>✓ working with others in a team situation</li><li>✓ writing reports</li><li>✓</li></ul>

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	TOUS02CR14V2/20	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. Use Automated External Defibrillators (AED) in providing first aid	6.1 Familiarize with the use of Automated External Defibrillators (AED) 6.2 Apply skills related to proper use of AED 6.3 Apply skills related to the use of AED on children
7. Record and report the incident.	7.1 Complete required documentation according to relevant legislation and organizational policies and procedures. 7.2 Notify other personnel and statutory authorities of the incident as required.

### Range Statement

Factors which contribute to major aquatic emergencies may include

- ✓ swimming ability
- ✓ deep water
- ✓ shallow water
- ✓ river currents
- ✓ surf
- ✓ strong wind
- ✓ risk-taking behavior.

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.

Aquatic emergency may include:

- ✓ envenomation by aquatic animals
- ✓ sudden unconsciousness
- ✓ spinal injury
- ✓ drowning
- ✓ heart attack
- ✓ severe bleeding
- ✓ epileptic seizures
- ✓ severe asthma attacks.
- ✓ black outs and samba situations

Appropriate personnel may include:

- ✓ other rescuers
- ✓ staff.

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.
- ✓ International Best Practice standards to be reviewed

Relevant legislation may include:

- ✓ work health and safety/occupational health and safety
- ✓ duty of care
- ✓ working with children.

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.

Emergency response may include:

- ✓ rescue equipment required
- ✓ personnel involved
- ✓ group control
- ✓ risk management for self and others.

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.

Factors may include:

- ✓ number of casualties
- ✓ rescue equipment
- ✓ number and location of other staff.

Advanced water rescue may include:

- ✓ spine-board
- ✓ spinal immobilization collar
- ✓ oxygen supplemented resuscitation
- ✓ oxygen therapy.

Rescue plan may include:

- ✓ self-preservation
- ✓ awareness of personal capabilities
- ✓ available assistance
- ✓ selection of rescue aids
- ✓ nature of the area
- ✓ priorities of rescue.

Involvement of others may include

- ✓ bystanders
- ✓ trained or untrained staff.

Rescue equipment may include:

- ✓ reaching aids
- ✓ ropes
- ✓ floatation aids
- ✓ flippers
- ✓ rescue tube
- ✓ spine-board
- ✓ spinal immobilization collar
- ✓ rescue board
- ✓ Oxygen resuscitation equipment.

## **ASSESSMENT GUIDE**

### **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
<p>Knowledge requirement:</p> <ul style="list-style-type: none"> <li>✓ legislation and organizational policies and procedures that enable the safe and appropriate conduct of all activities</li> <li>✓ factors contributing to aquatic emergencies to enable prompt and accurate assessment of emergency situations</li> <li>✓ accepted best practice principles of aquatic rescues to enable prompt and appropriate responses to major aquatic emergencies</li> <li>✓ signs and signals of people in difficulty to enable prompt recognition of emergency situations</li> <li>✓ first aid techniques and standards to enable provision of safe and effective response and treatment of casualties</li> <li>✓ types and characteristics of water rescue equipment used in advanced water rescue to enable safe and effective use</li> <li>✓ roles of lifeguards and other personnel during major aquatic emergencies to enable effective emergency responses.</li> </ul>	<p>Skills requirement:</p> <ul style="list-style-type: none"> <li>✓ communication skills to assert group control, reassure casualties and bystanders</li> <li>✓ provide clear and accurate information to emergency authorities</li> <li>✓ literacy skills to accurately complete incident documentation</li> <li>✓ problem-solving skills to promptly assess aquatic emergencies and formulate appropriate rescue plans</li> <li>✓ teamwork skills to organize staff and bystanders</li> <li>✓ delegate tasks to enable effective rescues</li> <li>✓ ability to retrieve an object from the deepest water within the aquatic environment,</li> <li>✓ ability to complete a 25-meter swim and 25-meter tow with assisted landing in less than 1 minute and 45 seconds</li> <li>✓ fitness and strength level which may be demonstrated</li> <li>✓ swimming 200 meters in less than 6 minutes, or ability to complete a 25-meter swim and a 25-meter tow with assisted</li> </ul>

UNIT TITLE <b>Apply supervision techniques in managing groups at aquatic facilities</b>					
<b>DESCRIPTOR</b>	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 behaviors, maintaining safe environment, assessment of possible emergency rescue situations and application of incident management.				
<b>CODE</b>	TOUS02CR10V2/20	<b>LEVEL</b>	III	<b>CREDIT</b>	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 utilising 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 organisational 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 behaviour or actions according to organizational policies and procedures 2.4 Take action to remove clients who persist in unsafe behaviour, 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. Incident Management	4.1 Say alert for incidents at aquatic facilities 4.2 Manage incident calmly and quickly 4.3 Undertake incident drills to enhance preparedness
5. Apply Observation skills and techniques	5.1 How to remain attentive in observing people and their activities on beach and in sea. 5.2 Familiarize with observation assist equipment used by lifeguards 5.3 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 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
- ✓ 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.

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

## **ASSESSMENT GUIDE**

### **Forms of assessment**

#### **Critical aspects (for assessment)**

Evidence required to demonstrate competency in this unit

- ✓ 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.

- ✓ Accurate documentation and a caring approach to injured persons during first aid activities are critical.

### **Consistency in performance**

Evidence should be gathered over a period of time in a range of actual or simulated workplace environments

### **Context of assessment**

Exercise or simulation, or a series of tasks are required to demonstrate competence in this unit. This may involve setting scenarios to be completed either individually or as a member of a team. Written or verbal questions may be used as supporting evidence.

### **Specific resources for assessment**

Access to first aid equipment used in general operations is essential.

## **UNDERPINNING KNOWLEDGE AND SKILLS**

<b>UNDERPINNING KNOWLEDGE</b>	<b>UNDERPINNING SKILLS</b>
<p>Knowledge requirement:</p> <ul style="list-style-type: none"> <li>✓ monitoring of client behavior and activities</li> <li>✓ reporting and recording of incidents and emergency situations</li> <li>✓ potential dangers or hazards commonly encountered in aquatic environments and how to ensure safe conduct and supervision of client activities</li> <li>✓ first aid, emergency and rescue procedures attended</li> <li>✓ characteristics and needs of individuals who may be at risk to enable effective supervision and response</li> <li>✓ signs and symptoms of physical injury to enable prompt response in an emergency</li> <li>✓ hazardous behavior and activities that pose risks to clients and how to identify and deal with them quickly and safely</li> <li>✓ conflict resolution techniques to deal with difficult or aggressive clients.</li> </ul>	<p>Skills requirement:</p> <ul style="list-style-type: none"> <li>✓ problem-solving skills to identify factors leading to unsafe situations</li> <li>✓ determine appropriate course of action to minimize risks to clients</li> <li>✓ communication skills to promote compliance with safety rules and regulations and inform clients of unacceptable behavior or actions and deal with potential conflict</li> <li>✓ respond to and report aquatic emergencies</li> <li>✓ planning and organizational skills to devise an appropriate response after assessing an emergency situation</li> <li>✓ document emergency incidents</li> <li>✓ first aid and emergency response skills</li> </ul>

UNIT TITLE      Develop swimming skills					
<b>DESCRIPTOR</b>	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 between 200 - 400 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.				
<b>CODE</b>	TOUS02CR15V2/20	<b>LEVEL</b>	III	<b>CREDIT</b>	05

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA	
1. Identify the context for application of swimming skills	1.1 1.2 1.3	Identify the potential application of swimming skills Identify the bodies of water where swimming skill may be applied in an occupational context Identify safety implications of different bodies of water	
2. Applying Physical fitness	2.1 2.2 2.3	Explain importance of maintaining physical fitness to remain as a competitive lifeguard Areas of activities to be maintained important for any lifeguard Practice physical fitness activities	
3. Identify the required swimming level	3.1 3.2 3.3	Identify own level of swimming skill Identify the swimming skill to be developed Discuss and agree an appropriate program with a swimming instructor	
4. Undertake a swimming program	4.1 4.2 4.3 4.4 4.5	Confirm and apply any safety requirements Assemble required items Follow instructions of swimming instructor Clarify instructions as required Undertake the agreed program	
5. Develop basic free diving skills	5.1 5.2 5.3 5.4 5.5 5.6	Develop awareness on Safety & Problem Management Familiarize with Freediving Equipment Develop knowledge related to Physics and Physiology Perform Freediving Technique Maintain Correct Breathing for Freediving Develop and maintain Breathing and Breath-Hold Technique	

6. Review progress	6.1 Review own progress in consultation with swimming instructor 6.2 Adjust program as required 6.3 Implement adjustments as required
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### 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:
  - stroke
  - breathing
  - 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
<p>Knowledge required:</p> <ul style="list-style-type: none"> <li>✓ safety requirements when undertaking a swimming program</li> <li>✓ information related to maintaining good health</li> <li>✓ understanding various swimming levels and how to conduct evaluation</li> </ul>	<p>Skills required:</p> <ul style="list-style-type: none"> <li>✓ communication skills to:               <ul style="list-style-type: none"> <li>○ agree and confirm own requirements</li> <li>○ identify safety requirements</li> <li>○ clarify and follow instructions</li> </ul> </li> <li>✓ self-management skills to:               <ul style="list-style-type: none"> <li>○ identify own level of swimming skill</li> <li>○ undertake any required practice sessions agreed in program</li> <li>○ review own progress and seek assistance when required</li> </ul> </li> </ul>

UNIT TITLE <b>Operate and maintain water crafts for rescue operations</b>					
<b>DESCRIPTOR</b>	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.				
<b>CODE</b>	TOUS02CR11V2/20	<b>LEVEL</b>	III	<b>CREDIT</b>	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 on surf conditions is evaluated prior to accepting task and this information is communicated to supervisor or communicator.
3. Maneuver marine crafts according to surf conditions		3.1	Water crafts is operated safely according to surf conditions and within personal skills and limitations.
		3.2	Local regulations such as registration and licensing and requirements 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	5 6 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
- ✓ two-way radio networks

Emergency procedures may include

- ✓ capsize drill
- ✓ fire on board drill
- ✓ 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 surf conditions
- ✓ Consistency in performance
- ✓ Competency should be demonstrated over time in a range of actual or simulated surf conditions.

#### **Assessment conditions**

Assessment must confirm the ability to safely operate a water craft during rescue operations in a range of surf conditions. Competency should be demonstrated over time in a range of actual or simulated surf 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
<p>Required Knowledge:</p> <ul style="list-style-type: none"> <li>✓ effects of wind, tide, swell and ocean floor on surf conditions</li> <li>✓ organisational craft operational procedures</li> <li>✓ organisational procedures for cleaning and maintenance of equipment.</li> <li>✓ search and rescue techniques</li> <li>✓ surf hazards</li> <li>✓ surf survival techniques</li> <li>✓ types of waves and their characteristic features</li> <li>✓ current</li> <li>✓ local knowledge on Nakaiy</li> </ul>	<p>Required skills:</p> <ul style="list-style-type: none"> <li>✓ handle water crafts confidently and safely</li> <li>✓ read surf conditions</li> <li>✓ rescue people safely</li> <li>✓ swim in the surf in moderate conditions</li> <li>✓ use radio communications</li> <li>✓ use recognized signals</li> </ul>