Technical and Vocational Education and Training Authority

National Competency Standard for Surf Guide

Standard Code: TOUS01V1/20

Qualification Name: National Certificate III in Surf Guiding
Qualification Code: TOUS01Q01L3V1/20

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 "Surf Guide". As part of the MEERY Project, TVET Authority has only undertaken to review standard which were developed in the ESTP Project to increase the economic opportunities for youth's trainees and promote equitable economic & social development in the country.

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

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

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

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

Mohamed Hashim
Minister of State for Higher Education
TVET Authority

Ahmed Nisham
Director, Standard Development & Statistics
TVET Authority

TECHNICAL PANEL MEMBERS			
#	Name	Designation	Organization
01	Mohamed Hamza	Representative	Maldives Surfing Association
02	Abdul Muhsin Ramiz	Director	Maldives Meteorological Service
03	Mohamed Shizleen	Head of School / Course Director	Maldives Swimming and Lifesaving Skills Training School
04	Ahmed Zubair Adam	Executive Board Director	Maldives Boating Association
05	Mohamed Naveez	Managing Guide	Tropicsurf
06	Ryan Thoyyib	Head Surf Guide	Atoll Adventures
07	Ali Hashim	Executive Director	Tourism ministry
08	Abdulla Areef	President	Body Board Association of Maldives President

VERSION	DEVELOPER	DATE	STANDARD CODE
V1	Maldives Institute of Technology	05th October 2020	TOUS01V1/20

EMPLOYMENT SECTOR COUNCILS

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

National Occupational Standard has been endorsed by:

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

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

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

Standard Development Process

To begin with, Surf Guide 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 Surf Guide Standard. The members of the TP provided technical support by recommending changes to the Surf Guide 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 Surf Guide across the Maldives. Technical Panel meetings continued in reviewing the Surf Guide Standard until the Final Draft is developed and agreed among all the participating members.

Final Draft of the Surf Guide Service Standard is then submitted to the Tourism Employment Sector Council for endorsement and validation. A brief report on how the National Occupational Standard of Surf Guide 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 Surf Guide standard reflect the work practices of Surf Guide occupations across the Maldives. With further editing, Surf Guide Standard has been endorsed by the Council.

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

Description of "Surf Guide"

Surf Guides play an important role in facilitating guests to have a joyful holiday with diversified activities and to assist the visitors to have a lasting holiday in the Maldives. Maldives has many surfing points scattered across the Maldives and through Surf Guides, these points can be properly utilized.

Surf Guides will work with tourism establishments in guiding beginners to undertake surfing and at the same time, assisting surfers to enjoy the various surfing points across the Maldives. Properly trained Surf Guides can elevate services provided from the tourism facilities and thus stimulate increase of tourist arrivals into the country.

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

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

1. *Surf Guide of local Guest Houses*
2. *Surf guide at local Resorts*
3. *Surf guide on Safari Boats*
4. *Surf Guide Trainer at Skills Training Institutions*
5. *Surf Guide at the event hosting enterprises*

KEY FOR CODING

Coding Competency Standards and Related Materials

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

1. Endorsement Application for Qualification 01	
2. NATIONAL CERTIFICATE III FOR SURF GUIDING	
3. Qualification code: TOUS01Q01L3V1/20	**Total Number of Credits: 59**

This unit describes the performance outcomes, skills and knowledge required to guide surfing sessions. This unit focuses on the application of planning skills to make suitable arrangements to guide a group on a day surfing session.

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

6. Schedule of Units

Unit No.	Unit Title	Code
	Common Competencies	
01	Develop tourism industry knowledge	TOUCM01V2/20
02	Apply work ethics and professionalism	TOUCM02V1/20
03	Follow health, safety and security procedures	TOUCM03V2/20
04	Practice effective workplace communication	TOUCM04V2/20
05	Provide effective customer care	TOUCM05V2/20
06	Perform basic computer operations	TOUCM06V2/20
07	Provide first aid	TOUCM07V2/20
08	Respond to Fire	TOUCM08V1/20
	Core Competencies	
09	Interpret weather and environmental conditions for outdoor recreation activities	TOUS01CR09V1/20
10	Demonstrate basic surfing maneuvers	TOUS01CR10V1/20
11	Perform basic surf rescues	TOUS01CR11V1/20
12	Apply supervision techniques in managing groups at aquatic facilities	TOUS01CR12V1/20
13	Guide surfing sessions	TOUS01CR13V1/20
14	Operate and maintain water crafts for rescue operations	TOUS01CR14V1/20
7.Accreditation requirements	The training provider should demonstrate hands-on experience related to this qualification. In addition to this simulated, or actual organizational work environment should be provided.
8. Recommended sequencing of units	As appearing under the section 06

#	Unit Title	Code	Level	No of credits
01	Develop tourism industry knowledge	TOUCM01V2/20	III	03
02	Apply work ethics and professionalism	TOUCM02V1/20	III	03
03	Follow health, safety and security procedures	TOUCM03V2/20	III	03
04	Practice effective workplace communication	TOUCM04V2/20	III	04
05	Provide effective customer care	TOUCM05V2/20	III	05
06	Perform basic computer operations	TOUCM06V2/20	III	03
07	Provide first aid	TOUCM07V2/20	III	05
08	Respond to Fire	TOUCM08V1/20	III	03
09	Interpret weather and environmental conditions for outdoor recreation activities	TOUS01CR09V1/20	III	05
10	Demonstrate basic surfing maneuvers	TOUS01CR10V1/20	III	06
11	Perform basic surf rescues	TOUS01CR11V1/20	III	05
12	Apply supervision techniques in managing groups at aquatic facilities	TOUS01CR12V1/20	III	05
13	Guide surfing sessions	TOUS01CR13V1/20	III	06
14	Operate and maintain water crafts for rescue operations	TOUS01CR14V1/20	III	06

Packaging of National Qualifications:

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

Qualification Code: TOUS01Q01L3V1/20

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

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

RANGE STATEMENT

a) Information sources:

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

b) Information to assist effective work performance:

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

c) Informal and formal research:

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

d) Promotional initiatives:

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

Tools, equipment and materials required may include:
Nil

ASSESSMENT GUIDE

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

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

Critical aspects
Assessment requires evidence that the candidate;

- Knew key sources of information on the industry
- Updated industry knowledge
- Accessed and used industry information

- Developed and updated local knowledge
- Promoted products and services.

Assessment condition

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

UNDERPINNING KNOWLEDGE AND SKILLS

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

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

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Define the purpose of work	1.1 One's unique sense of purpose for working and the whys of work are identified, reflected on and clearly defined for one's development as a person and as a member of society. 1.2 Personal mission is in harmony with company's values.
2. Apply work values/ethics	2.1 Work values/ethics/concepts are identified and classified in accordance with 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	a. Personal behavior and relationships with co-workers and/or clients are demonstrated consistent with ethical standards, policy and guidelines. b. Work practices are satisfactorily demonstrated and consistent with industry work ethical standards, organizational policy and guidelines. c. Instructions to co-workers are provided based on ethical lawful and reasonable directives

Range Statement

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

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

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

✓ Employment act of Maldives

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

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

Critical aspects (for assessment)

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

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

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Knowledge to be developed: ✓ Work responsibilities/job functions ✓ Company code of conduct/values ✓ Concept of work values/ethics ✓ Company policies and guidelines ✓ Work ethical standard ✓ Company's identified ethical problems ✓ Work incidents/situation ✓ Standard operating procedures ✓ Report writing and documentation ✓ Fundamental rights at work including gender sensitivity ✓ Corporate social responsibilities ✓ Human and interpersonal Relations ✓ Value Formation ✓ Professional Code of Conduct and Ethics	Skills to be developed: ✓ Purpose for working and the why's of work are identified, reflected and linked to self-development ✓ Work values/ethics/concepts are identified and classified in accordance with company's ethical standard ✓ Work policies are undertaken in accordance with company's policies. ✓ Resources are used in accordance with company's policies and guidelines. ✓ Work incidents/situations are reported according to company guidelines ✓ Personal behavior and relationships with co-workers and clients are within ethical standard ✓ Work practices are satisfactorily demonstrated and consistent. ✓ Instructions to co-workers are provided based on ethical lawful and reasonable directives

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

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

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

RANGE STATEMENT

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

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

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

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

Critical aspects (for assessment)

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

- ✓ Communicating effectively with others involved in or affected by the work.

- ✓ Identifying and assessing hazardous situations and rectifying, or reporting to the relevant persons.
- ✓ Safely handling and storage of dangerous and/or hazardous goods and substances.
- ✓ Applying safe manual handling practices.
- ✓ Safely and effectively operating equipment and utilizing materials over the full range of functions and processes for work undertaken on worksite.
- ✓ This unit may be assessed in conjunction with all and units which form part of the normal job role.

Assessment conditions

Assessment must reflect and events processes that occur over a period of time
- ✓ Theoretical assessment of this unit must be carried out in an examination room where proper examination rules are followed.
- ✓ Assessment of hygienic work practices must be constantly evaluated.

Resources required for assessment

The following should be made available:
- ✓ A workplace or simulated workplace
- ✓ Situations requiring safe working practices
- ✓ Instructions on safe working practice
- ✓ Hazardous chemicals and/or dangerous goods information
- ✓ Common food services equipment with their usage guideline

UNDERPINNING KNOWLEDGE AND SKILLS

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

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

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

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

RANGE STATEMENT

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

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

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

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

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

Critical aspects (for assessment)

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

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

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

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

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

6. Handle and manage angry customers	6.1	Apply principles related to anger management
	6.2	Meet with angry customers and console them accordingly
	6.3	Maintain a log book for recording customer service incidents.

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

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

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

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

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

ASSESSMENT GUIDE

Form of assessment

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

Assessment context

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

Critical aspects (for assessment)

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

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

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

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS

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

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

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. Start computer, system information and features	1.1.	Adjust workspace, furniture and equipment to suit user ergonomic requirements
	1.2.	Ensure work organization meets organizational and occupational health and safety (OHS) requirements for computer operation
	1.3.	Start computer or log on according to user procedures
	1.4.	Identify basic functions and features using system information
	1.5.	Customize desktop configuration, if necessary, with assistance from appropriate persons
	1.6.	Use help functions as required
2. Organize files using basic directory and folder structures	2.1	Create folders/subfolders with suitable names
	2.2	Save files with suitable names in appropriate folders
	2.3	Rename and move folders/subfolders and files as required
	2.4	Identify folder/subfolder and file attributes
	2.5	Move folders/subfolders and files using cut and paste, and drag and drop techniques
	2.6	Save folders/subfolders and files to appropriate media where necessary
	2.7	Search for folders/subfolders and files using appropriate software tools
	2.8	Restore deleted folder/subfolders and files as necessary
3. Print information	3.1	Print information from installed printer
	3.2	View progress of print jobs and delete as required
	3.3	Change default printer if installed and required
4. Shut down computer	4.1	Close all open applications
	4.2	Shut-down computer according to user procedures
5. Basic Microsoft Word and Excel skills	5.1.	Ensure data is entered, checked and amended in accordance with organizational and task requirements, to maintain consistency of design and layout

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

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

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

ASSESSMENT GUIDE

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

Forms of assessment

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

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

Critical aspects (for assessment)

Evidence of the following is essential:

- ✓ navigation and manipulation of the desktop environment within the range of assigned workplace tasks
- ✓ knowledge of organizational requirements for simple documents and filing conventions
- ✓ application of simple keyboard functions to produce documents with a degree of speed and accuracy relevant to the level of responsibility required.

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

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

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

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

Range Statement

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

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

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

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

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

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

Injuries may include:
- ✓ Abdominal trauma
- ✓ Allergic reactions
- ✓ Bleeding
- ✓ Chemical contamination
- ✓ Choking

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

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

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

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

- ✓ Raising the alarm with emergency services or health professionals
- ✓ Removing debris

Tools, equipment and material used in this unit may include:
- ✓ First aid kit
- ✓ Pressure and other bandages
- ✓ Thermometers
- ✓ Eyewash
- ✓ Pocket face masks
- ✓ Rubber gloves
- ✓ Dressings
- ✓ Flags and flares
- ✓ Fire extinguishers
- ✓ Communication equipment such as mobile phones

ASSESSMENT GUIDE

Forms of assessment

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

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

Assessment context

This unit may be assessed in a simulated environment

Critical aspects (for assessment)

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

UNDERPINNING KNOWLEDGE AND SKILLS

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

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

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

Range Statement

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

Firefighting equipment may include,
- ✓ Extinguishers
- ✓ Fire blankets
- ✓ Fire hose reels
- ✓ Fire hydrants
- ✓ Firefighting vehicles
- ✓ Personal protection equipment (PPE)

Tools, equipment and material used in this unit may include:
All relevant equipment to develop the competency of providing fire skills relevant.

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

Assessment context
This unit may be assessed in a simulated environment

Critical aspects (for assessment)
Assessment must ensure:

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

UNDERPINNING KNOWLEDGE AND SKILLS

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

UNIT TITLE	**Interpret weather and environmental conditions for outdoor recreation activities**				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to collect information from a weather map, make forecasts, and record and interpret weather and environmental information in a specific maritime location.				
CODE	TOUS01CR09V1/20	**LEVEL**	III	**CREDIT**	05

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Interpret information from a weather map	1.1 Identify characteristics of map types and their different uses. 1.2 Identify differences between general forecasts and forecasts for marine environments. 1.3 Identify weather map symbols and associated weather conditions. 1.4 Outline and justify a weather prediction over a multi-day period for a specific marine region using information gained from weather maps and forecasts.
2. Collect, record and interpret weather conditions in a specific marine region.	2.1 Identify major clouds 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 nowcast. 2.5 Determine the possible effects of landforms on marine weather conditions. 2.6 Identify and explain season variations in weather patterns for a specific marine area 2.7 Outline differences between large scale and localized weather conditions for a specific marine area
3. Interpret weather and environmental information for aquatic activities at a specific marine location.	3.1 Determine the suitability and limitations of the activity in relation to the current local weather conditions and forecast. 3.2 Identify strategies to ensure the safety and well-being of individuals and or group in weather conditions according to relevant legislation and organizational policies and procedures 3.3 Identify the weather conditions commonly associated with the onset of life-threatening weather hazards in a marine environment. 3.4 Identify characteristics of life-threatening weather hazards in a marine environment and their possible

	impact on recreational marine activities.

Range Statement:

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

Conditions may include:
- ✓ cloud cover
- ✓ wind direction, speed and strength
- ✓ barometric pressure
- ✓ precipitation type and intensity
- ✓ wave direction and size
- ✓ sunshine trends and duration
- ✓ temperature range and intensity
- ✓ humidity trends.
- ✓ Information on Maldivian weather including details of list of "Naiakaiythah" and their effects.

Data may include:
- ✓ cloud cover
- ✓ wind direction and speed
- ✓ barometric pressure
- ✓ precipitation type and intensity
- ✓ wave size and form
- ✓ Tides (Moon phase)

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
- ✓ 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

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

UNIT TITLE	Demonstrate basic surfing maneuvers				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to perform basic surfing maneuvers in controlled conditions. This unit applies to those choose working as Surf Guides or support staff under supervision in a range of controlled surf conditions.				
CODE	TOUS01CR10V1/20	**LEVEL**	III	**CREDIT**	06

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Plan for the surfing activity.	1.1. Ensure sufficient food and water is available to maintain physiological well-being during activity. 1.2. Select an appropriate activity site or location in controlled conditions according to relevant legislation and organizational policies and procedures. 1.3. Access relevant sources to interpret weather and environmental information. 1.4. Identify potential hazards within the surf environment and minimize risks as advised by the supervisor. 1.5. Read, interpret meaning of surf flags and use them prior to commencement of surfing activities
2. Select surfing equipment.	2.1. Select craft and equipment according to design and construction features and check working condition. 2.2. Fit and adjust equipment correctly to ensure comfort, safety and suitability to the participant and craft. 2.3. Transport the craft in a manner that minimises damage. 2.4. Identify the need for board waxing and demonstrate waxing technique, where required.
3. Enter and exit the water	3.1. Select a safe location for entering the water and carry the craft out, avoiding hazards, to a depth where it can be safely sat and or laid upon. 3.2. Propel the craft through broken and unbroken waves and flat water whilst walking with a leg rope attached, where applicable. 3.3. Apply skills to ensure measures are taken so that the craft is always facing into oncoming waves.
4. Manoeuvre the craft.	4.1 Demonstrate the ability to sit and or lay upon the craft both within depth and outside depth in still

		water.
		4.2 Propel and control the craft, using efficient paddling techniques, in still water and then through broken and unbroken waves.
		4.3 Manoeuvre and turn the craft both within and outside the surf zones using a variety of methods.
		4.4 Demonstrate correct dismount drill in both the prone and standing positions.
		4.5 Apply wipe-out procedures, ensuring personal safety and safety of other surfers.
5.	Catch and ride a wave and paddle in flat	5.1. Observe surfing etiquette when catching and riding waves.
		5.2. Catch broken waves demonstrating control and basic surfing manoeuvres without wiping out.
		5.3. Ride broken waves prone and, where appropriate to the craft, while kneeling, sitting and standing.
		5.4. Paddle in prone, kneeling, and standing position in flat water.
6.	Evaluate surfing activity.	6.1. Evaluate relevant aspects of the activity.
		6.2. Identify improvements for future surfing experiences.

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 materials required may include:

Assessment must also ensure access to:

✓ resources and information, such as weather sources, to accurately plan and select appropriate equipment for the surfing activity
✓ a surf beach with controlled conditions suitable to participants
✓ a qualified leader or supervisor
✓ equipment such as a suitable craft.

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:

- ✓ applies relevant process to plan and select appropriate craft and equipment suitable for the activity
- ✓ applies wipe out procedures, ensuring personal safety and safety of other surfers and swimmers
- ✓ 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

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
✓ relevant legislation and organizational policies and procedures to enable the safe conduct of all activities ✓ types of craft and equipment, characteristics and technology used for surfing, and factors affecting appropriate selection ✓ food and water requirements to maintain health and energy during activities ✓ weather and environmental information to ascertain possible conditions and their effect on the activity ✓ understanding and reading of surf environments, including types and features of waves and how to select waves to surf ✓ the effect of wind, tide, swell and ocean floors on surf conditions and appropriate responses ✓ surfing etiquette to surf safely alongside other surfers and swimmers showing a common understanding in beach zones and signs to avoid hazards and risks ✓ emergency and rescue procedures appropriate for the craft and location to ensure risk minimisation to self and group.	✓ communication skills to: follow instructions and directions from the supervisor ✓ demonstrate surfing etiquette ✓ problem-solving skills to: determine suitability of waves ✓ manoeuvre craft in varying conditions ✓ planning and organising skills to select an appropriate activity site or location and relevant surfing equipment ✓ swimming skills to swim 200 meters and tread water for 05 minutes in moderate surf conditions ✓ paddling and basic surfing skills to control and manoeuvre a surf craft in moderate conditions ✓ surf survival and self-rescue techniques to use in the case of a wipe out or troubled situation ✓ emergency response skills appropriate to the location to enable initial response and or rescue in surf emergencies.

UNIT TITLE	**Perform basic surf rescues**				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to perform simple rescues in moderate surf conditions. This unit also focuses on the application of safe rescues and recoveries in moderate surf conditions.				
CODE	TOUS01CR11V1/20	**LEVEL**	III	**CREDIT**	05

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. Determine appropriate rescue or recovery technique.	1.1.	Identify and assess immediate hazards and risks to self and others.
	1.2.	Assess the prevailing conditions, degree of urgency and availability of physical and human resources.
	1.3.	Select a rescue or recovery method suitable to the situation.
2. Perform rescues or recoveries.	2.1.	Use of rescue tubes and rescue craft to perform a rescue in moderate conditions.
	2.2.	Select approach and contact methods to reduce the possibility of injury or submersion of the rescuer.
	2.3.	Support, tow and monitor the rescued person in moderate conditions.
	2.4.	Apply appropriate carrying techniques to ensure airways are kept clear.
	2.5.	Apply resuscitation techniques according to industry standards and organisational policies and procedures.
	2.6.	Communicate appropriately with others during the rescue, where applicable.
3. Use Automated External Defibrillators (AED) in providing first aid	3.1	Familiarize with the use of Automated External Defibrillators (AED)
	3.2	Apply skills related to proper use of AED
	3.3	Apply skills related to the use of AED on children

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.

- ✓ *Hazards* may include: temperature extremes, slippery or unstable terrain, dangerous animals and insects, stinging trees and nettles, dense vegetation, group management hazards,
- ✓ *Risks may* include: hypothermia, heat exhaustion, injuries, exhaustion, lost party or party member, equipment and course failure.
- ✓ *Prevailing conditions* may include: size of the surf, availability of assistance, change in conditions, imminent hazards, imminent risks
- ✓ Physical and human resources may include: fins, rescue tubes, rescues boards, surfboards, body boards, rope, knife, whistles, first aid kit, lifeguards, bystanders.
- ✓ *Rescue or recovery methods* may include assisted, unassisted, tube rescues, craft rescues, rescues without equipment.
- ✓ *Craft* may include: hard surfboards, soft surfboards, body boards, sit-on kayaks, stand up paddle boards.
- ✓ *Moderate conditions* may include: surf up to one meter, spilling waves, unbroken waves.
- ✓ *Organisational policies and procedures* may include: occupational health and safety, use and maintenance of equipment, communication protocols, emergency procedures, code of ethics.
- ✓ *Communicate* may include: calls, audio, hand signals, whistles.

ASSESSMENT GUIDE

Forms of assessment
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects (for assessment)
Evidence of the following is essential:
- ✓ Assesses the surf situation for hazards and risks and selects appropriate craft and physical and human resources to assist with rescues in moderate surf conditions
- ✓ Participates in surf rescues and recoveries in moderate surf conditions

Adapts quickly to issues that arise during surf rescues, such as change in weather and or surf conditions, and makes appropriate adjustments to ensure safety of self and others.

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

- ✓ oral or written questioning to assess knowledge of surf environments, including types and features of waves and rips
- ✓ observation of safe participation and demonstration of surf rescue and recovery techniques in prevailing conditions
- ✓ Third-party reports from a supervisor detailing performance.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: Guide surfing sessions

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING SKILLS	UNDERPINNING KNOWLEDGE
✓ problem-solving skills to determine safest and most effective rescue method to use in the prevailing conditions ✓ swimming skills to swim in moderate surf conditions ✓ paddling skills to control and maneuver a surf craft ✓ ability to tow and use a rescue tube in moderate conditions ✓ communication skills to follow instructions and directions from other rescuers regarding rescue or recovery methods when performing assisted rescues ✓ First aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.	✓ industry standards and organizational policies and procedures to enable the safe conduct of all activities ✓ types of craft and physical and human resources used for surf survival and rescues, and factors affecting appropriate selection ✓ surf environments, including types and features of waves and rips, and how to safely negotiate these hazards ✓ surf awareness including the effect of wind, tide, swell and ocean floors on surf conditions to enable appropriate responses ✓ surf rescue and recovery techniques such as deep-water resuscitation in moderate conditions ✓ communication systems used during rescues and recoveries ✓ First aid, emergency and rescue procedures appropriate for the moderate conditions to ensure risk minimization.

UNIT TITLE	**Apply supervision techniques in managing groups at aquatic facilities**				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to supervise clients at an aquatic recreation facility such as around or inside pool, beach, diving, snorkeling, fishing boats.				
CODE	TOUS01CR12V1/20	**LEVEL**	III	**CREDIT**	05

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

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 and consuming alcohol or illegal drugs.
- ✓ Clients at risk may include: drug or alcohol affected, overweight, elderly, people with a disability, weak or non-swimmers, injured swimmers, new facility users and young children
- ✓ Environmental hazards may include: weather conditions, reflective glare, water clarity or turbidity, rips and shallow water.
- ✓ Organizational policies and procedures may include: occupational health and safety, use and care of equipment, communication protocols, safety, rescue and emergency procedures, incident reporting, risk management and behaviour management.
- ✓ Response may include: type of rescue, required assistance, available assistance required and emergency services.
- ✓ Emergency may include: envenomation by aquatic animals, spinal injury, drowning, heart attack, severe bleeding and multiple victims
- ✓ Accepted best practice principles of aquatic rescues may include: accepted preventative practice adopted throughout the aquatic industry to minimize safety hazards or risks and the culture of lifesaving

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

Critical aspects (for assessment)

Evidence of the following is essential:

- ✓ identifies behaviours and actions that pose a risk to the range of clients commonly encountered in aquatic facilities or environments
- ✓ determines and actions appropriate responses according to the organization'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 incident

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING SKILLS	UNDERPINNING KNOWLEDGE
✓ identify factors leading to unsafe situations ✓ determine appropriate course of action to minimize risks to clients ✓ communication skills to: ✓ promote compliance with safety rules and regulations ✓ inform clients of unacceptable behaviour or actions and deal with potential conflict ✓ respond to and report aquatic emergencies ✓ planning and organizational skills to devise an appropriate response after assessing an emergency situation ✓ document emergency incidents ✓ first aid and emergency response skills appropriate to the location to enable initial response to emergencies and personal health care.	✓ monitoring of client behaviour and activities ✓ reporting and recording of incidents and emergency situations ✓ potential dangers or hazards commonly encountered in aquatic environments and how to ensure safe conduct and supervision of client activities ✓ characteristics and needs of individuals who may be at risk to enable effective supervision and response ✓ signs and symptoms of physical injury to enable prompt response in an emergency ✓ hazardous behaviour and activities that pose risks to clients ✓ conflict resolution techniques to deal with difficult or aggressive clients.

UNIT TITLE	Guide surfing sessions				
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to guide surfing sessions. This unit focuses on the application of planning skills to make suitable arrangements to guide a group on a day surfing session.				
CODE	TOUS01CR13V1/20	LEVEL	III	CREDIT	06

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA
1. Plan a day surfing session	1.1. Conduct relevant assessments to determine the condition of participants. 1.2. Develop a session plan according to participant's needs, relevant legislation and organisational policies and procedures. 1.3. Select an appropriate site or location for the session according to participant's abilities, session objectives, relevant legislation and organisational policies and procedures. 1.4. Identify hazards associated with surfing and minimise risks to ensure personal safety of participants. 1.5. Access relevant sources to interpret detailed weather and environmental information to determine activity plan. 1.6. Determine food and water requirements according to principles of nutrition and contextual issues of the session.
2. Select equipment for the group	2.1. Select equipment and craft according to design and construction features and organisational policies and procedures, and check serviceability. 2.2. Assess equipment for safety and suitability and adjust and fit to ensure personal comfort. 2.3. Check safety and rescue equipment to ensure suitability to the group and the surf conditions
3. Brief participants.	3.1. Communicate instructions and relevant information about the surfing session in a manner suitable to the participants. 3.2. Outline safety procedures and safe areas and or boundaries for the session. 3.3. Explain symptoms, treatment and prevention of hypothermia, hyperthermia and dehydration to group to assist in self-monitoring. 3.4. Establish a suitable communication system for participants to use while surfing.

4. Supervise surfing session	4.1. Demonstrate correct surfing manoeuvres to participants. 4.2. Monitor surfing techniques to ensure safety of participants. 4.3. Monitor individual participant's performance and provide appropriate feedback. 4.4. Implement appropriate modifications to session in regard to all variable factors that are monitored.
5. Complete post session responsibilities	5.1. Notify relevant authority of session completion. 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.3. Evaluate relevant aspects of surfing session. 5.4. Identify potential areas of improvement for future surfing sessions. 5.5. Review own performance and identify potential improvements.

Range Statement:

- ✓ *Condition of participants* may include: skill level, physical capabilities and fitness level, swimming ability, Age and injuries and illnesses.
- ✓ *Plan* may include: session aims and objectives, date, time and duration, location, guide and participant ratios Resources, equipment, food and water, weather details, participant information: safety and emergency requirements
- ✓ *Relevant legislation* may include: occupational health and safety, permits or permission for access environmental regulations and marine regulations
- ✓ *Surfing manoeuvres* may include selection of appropriate waves to catch and ride, catching and riding wave, standing, where appropriate to craft, traversing left and right along the face of a spilling wave, turning and linking of basic manoeuvres, displaying balance and confidence and flat water manoeuvres.
- ✓ Functions and usage of flags
- ✓ Maintain a student ratio of 1:10 while undertaking surf guide sessions

ASSESSMENT GUIDE
The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit
Evidence of the following is essential:
- ✓ Plans within activity constraints and guides and monitors groups in a safe and professional manner
- ✓ Applies effective contingency management techniques to deal with a range of problems and issues that commonly arise during surfing sessions
- ✓ Encourages and responds to group feedback and evaluates and reflects on own guiding performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure leading surfing sessions that reflect the needs of a range of participants to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- ✓ A suitable surfing location or site   that enables the demonstration and practice of surfing techniques and maneuvers
- ✓ A group of participants to take part in the surfing session
- ✓ Equipment such as suitable craft
- ✓ Resources and information regarding participants and location to accurately plan, guide and document surfing session for a variety of participants.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:
- ✓ Observation of interaction with a group of participants, including conveying information for safe participation
- ✓ Oral or written questioning to assess knowledge of the application of relevant legislation and organizational policies and procedures to safe conduct of all surfing activities
- ✓ Observation of dealing with contingencies such as changing weather conditions and equipment failure
- ✓ Review of surfing session plans
- ✓ Third-party reports from a supervisor detailing performance.
- ✓ Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: perform simple rescues in moderate surf conditions.

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 meters 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

✓ Communication skills to:
  ✓ consult with participants to plan a surfing session that meets their needs
  ✓ convey information about the safety aspects of the session
  ✓ interact with participants to create a safe and positive surfing environment
✓ problem-solving skills to:
  ✓ plan a suitable surfing session according to participant's needs and abilities
  ✓ make decisions about potential hazards that may affect session
  ✓ respond appropriately to non-routine situations
✓ planning and organizing skills to:
  ✓ source, allocate and coordinate resources, equipment and a suitable site or location
  ✓ organize participants into manageable groups for surfing
✓ language and literacy skills to: produce a plan for the surfing session
  ✓ complete post session participant and self-evaluations
✓ swimming, surf survival and rescue techniques to use in the case of a wipe out or troubled situation
✓ First aid and emergency response skills appropriate to the location to enable initial response and or rescue in surf emergencies.
	✓ legislation and organisational policies and procedures to enable safe conduct of all activities
	✓ site specific information to assist in the planning process and enable management of potential surfing hazards and any special restrictions applying to the area
	✓ equipment and craft types, characteristics and technology used for surfing, the advantages and disadvantages of the range of equipment and factors affecting appropriate selection of equipment
	✓ use, care and maintenance of surfing equipment to ensure prolonged life span and safety requirements
	✓ principles of nutrition to maintain health and energy during the session
	✓ surfing techniques and common communication systems used between surfers to reduce risk
	✓ surf environments, including types and features of waves, the effect of wind, tide, swell and ocean floors on surf conditions and appropriate responses
	✓ surfing etiquette to surf safely alongside other surfers and swimmers showing a common understanding
	✓ beach zones and signs to avoid hazards and minimise risks
	✓ surf survival and rescue techniques to remove group members from trouble in the surf
	✓ sources of weather and environmental information to ascertain possible conditions and their effect on the session
	✓ hazards and risks that may be experienced in various surf conditions
	✓ first aid, emergency and rescue procedures relevant to the location to ensure safety of self and others.

UNIT TITLE	Operate and maintain water crafts for rescue operations					
DESCRIPTOR	This unit covers the competency required to operate and maintain water crafts such as dinghy and jet ski during aquatic rescue operations in surf or open water environments. Maldivian maritime licensing requirements to operate water crafts apply to this unit.					
CODE	TOUS01CR14V1/20	**LEVEL**	III	**CREDIT**	06	

ELEMENTS OF COMPETENCIES	PERFORMANCE CRITERIA	
1. Prepare for operations	1.1	Relevant logbooks are reviewed for previous operational feedback and pre-use information is completed in accordance with organisational requirements.
	1.2	Pre -operational checks of water craft are completed in accordance with manufacturer's guidelines and organisational 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 organisational 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 and legislation relevant to the operation of personal water craft are followed.
	3.3	Communication with operational base is maintained.
	3.4	Personal protective equipment is worn correctly.
	3.5	Emergency procedures are implemented.
4. Perform rescue	4.1	Safe passage to and out of the rescue scene is navigated
	4.2	Water craft is positioned at rescue scene.
	4.3	Casualty is retrieved safely and is secured in accordance with organisational 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 organisational 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 organisational procedures.
	5.3	Debriefing with supervisor or other operational staff is completed.
	5.4	Relevant logbooks are completed according to organisational requirements.

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 and water craft operations logs
- ✓ Ancillary equipment may include: flares, first aid kit and two-way radio.
- ✓ Communications systems may include: mobile phone and two-way radio networks.
- ✓ Emergency procedures may include: capsize drill, fire on board drill and motor stopped.
- ✓ Rescue methods may include: conscious casualty rescue and unconscious casualty rescue.
- ✓ Casualty transfer may include: transfer to another vessel, transfer to land-based team members for first aid, transfer to medical aid and transfer to shore.
- ✓ Post-operational checks and maintenance may include: correct operation of cooling system, flushing engine, refilling fuel and running of engine.

Tools, equipment and material used: Operating Dinghy, Operating Jet-ski, Range of challenging situation in sea and 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
✓ effects of wind, tide, swell and ocean floor on surf conditions ✓ organisational craft operational procedures ✓ organisational procedures for cleaning and maintenance of equipment. ✓ search and rescue techniques ✓ surf hazards ✓ surf survival techniques ✓ types of waves and their characteristic features ✓ Water Current ✓ Local knowledge on Nakaiy and its effect on weather	✓ handle water crafts confidently and safely ✓ read surf conditions ✓ rescue people safely ✓ swim in the surf in moderate conditions ✓ use radio communications ✓ use recognized signals