



TECHNICAL &  
VOCATIONAL  
EDUCATION &  
TRAINING



# National Competency Standard for Water Sports

## Qualifications Code: TOU<sub>09</sub>S<sub>18</sub>V<sub>1</sub>



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TVET Authority	-	Ministry of Education

## KEY FOR CODING

### Coding Competency Standards and Related Materials

DESCRIPTION	REPRESENTED BY
Industry Sector as per ESC (Three letters)	Construction Sector ( <b>CON</b> ) Fisheries and Agriculture Sector ( <b>FNA</b> ) Transport sector ( <b>TRN</b> ) Tourism Sector ( <b>TOU</b> ) Social Sector ( <b>SOC</b> ) Foundation ( <b>FOU</b> )
Competency Standard	<b>S</b>
Occupation with in a industry Sector	<b>Two digits 01-99</b>
Unit	<b>U</b>
Common Competency	<b>1</b>
Core Competency	<b>2</b>
Optional/ Elective Competency	<b>3</b>
Assessment Resources Materials	<b>A</b>
Learning Resources Materials	<b>L</b>
Curricula	<b>C</b>
Qualification	<b>Q1, Q2 etc</b>
MNQF level of Qualification	<b>L1, L2 etc</b>
Version Number	<b>V1, V2 etc</b>
Year of endorsement of standard, qualification	<b>By two digits Example- 07</b>

**1. Endorsement Application for Qualification 03****2. NATIONAL CERTIFICATE III IN WATER SPORTS****3. Qualification code:**

TOU09SQ1L318

**Total Number of Credits :51****4. Purpose of the qualification**

The holders of the level three qualifications are expected to possess all the relevant knowledge and skills to work as Water sports Assistants in the local tourism and recreation Industry. Referred assistants can deliver engaging, safe water sports activities, while skilled in safety and on water rescue techniques. These assistants are personnel who can work well within a team and maintain effective working relationships

**5. Regulations for the qualification**

National Certificate III in Water Sports Qualification will be awarded to those who are competent in unit **1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19**

**6. Schedule of Units**

<b>Unit Title</b>	<b>Unit Title</b>	<b>Code</b>
1	General Industry Knowledge	TOU09S1U01V1
2	Practice good work ethics	TOU09S1U02V1
3	Personal and workplace Hygiene	TOU09S1U03V1
4	Occupational health and safety	TOU09S1U04V1
5	Customer care	TOU09S1U05V1
6	Effective Workplace communications	TOU09S1U06V1
7	Policies and procedures	TOU09S1U07V1
8	Duty of care and managing risk	TOU09S1U08V1
9	Safety procedures at sea	TOU09S1U09V1
10	Conservation and environment	TOU09S1U10V1
11	Basic water rescue	TOU09S1U11V1
12	Introduction to water sports	TOU09S1U12V1
13	Introduction to Snorkeling	TOU09S1U13V1
14	Introduction to Jet ski	TOU09S1U14V1

15	Introduction to Canoeing	TOU09S1U15V1
16	Provide First Aid (EFR)	TOU09S1U16V1
17	Introduction to Wind Surfing	TOU09S1U17V1
18	Introduction to Catamaran Sailing	TOU09S1U18V1
19	Stand Up Paddle	TOU09S1U19V1
<b>7. Accreditation requirements</b>		The training provider should place trainees in relevant water sports activities or similar training facilities to provide the trainees the hands-on experience exposure related to this qualification.
<b>8. Recommended sequencing of units</b>		As appearing under the section 06

## UNITS DETAILS

<b>Unit Title</b>	<b>Unit Title</b>	<b>Code</b>	<b>Level</b>	<b>No of credits</b>
1	General Industry Knowledge	TOU09S1U01V1	3	2
2	Practice good work ethics	TOU09S1U02V1	3	2
3	Personal and workplace Hygiene	TOU09S1U03V1	3	2
4	Occupational health and safety	TOU09S1U04V1	3	3
5	Customer care	TOU09S1U05V1	3	2
6	Workplace communications	TOU09S1U06V1	3	3
7	Policies and procedures	TOU09S1U07V1	3	2
8	Duty of care and managing risk	TOU09S1U08V1	3	3
9	Safety procedures at sea	TOU09S1U09V1	3	3
10	Conservation and environment	TOU09S1U10V1	3	2
11	Basic water rescue	TOU09S1U11V1	3	3
12	Introduction to water sports	TOU09S1U12V1	3	3
13	Introduction to snorkeling	TOU09S1U13V1	3	3
14	Introduction to Jet ski	TOU09S1U14V1	3	3
15	Introduction to Canoeing	TOU09S1U15V1	3	3
16	Providing First Aid (EFR)	TOU09S1U16V1	3	3
17	Introduction to Wind Surfing	TOU09S1U17V1	3	3
18	Introduction to Catamaran Sailing	TOU09S1U18V1	3	3
19	Stand Up Paddle	TOU09S1U19V1	3	3

## Packaging of National Qualifications:

National Certificate III in Water Sports will be awarded to those who are competent in units **1+2+3+4+5+6+7+8+9+10+11+12+13+14+15+16+17+18+19**

Qualification Code: TOU03SQ1L318

## Competency Standard for

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### WATER SPORTS

Unit No	Unit Title
1	General Industry Knowledge
2	Practice good work ethics
3	Personal and workplace Hygiene
4	Occupational health and safety
5	Customer care
6	Workplace communications
7	Policies and procedures
8	Duty of care and managing risk
9	Safety procedures at sea
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11	Basic water rescue
12	Introduction to water sports
13	Introduction to snorkeling
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17	Introduction to Wind Surfing
18	Introduction to Catamaran Sailing
19	Stand Up Paddle

## BRIEF DESCRIPTION OF THE CURRENT AND FUTURE CONDITIONS IN THE SECTOR:

Maldives is a developing country with flourishing tourism industry. The country is a dream destination to tourists for its crystal-clear water, underwater beauty and white sandy beaches. There are more than 89 resorts and local guesthouses operating in Maldives to offer tourists to experience and enjoy the sunny side of life.

However, the human resources required to deliver this vital service is limited. Therefore, the industry is in a great need to develop a workforce ample to cater the needs in water sports.

## DESCRIPTION OF THE WORK AND WORKING CONDITIONS:

Tourism industry is a highly professional sector in Maldives. It increasingly requires professional skills in water sports. Training in this sector needs to be adapted in line with the modern advancements in order to realize and encourage a competent and up-to-date profession. Programs of recruitment, education and training need to be developed to attract young people in the sector and maintain the necessary skills.

This Course will provide theoretical knowledge to persons with specified practical skill to gain employment in tourism/water sports and recreation related fields. Moreover, they will be able to govern and provide diving and watersports activities within the industry or related field.

On completion of the course, the graduates will have developed the skill and knowledge to govern and provide water sport activities in the tourism or related industry.

## Description of Water Sports

A water sports assistant is a person who teaches people who are interested in experiencing or learning how to participate and perform in various water sports either for recreational or commercial purposes. These assistants would be assisting in preparing the people for their required activity and work under the guidance of water sports instructors.

## Competency Standard Development Process

The competencies were determined based on the expectation of tasks to be performed by a water sports instructor in the Maldives. The skill analysis was based global water sports industry standards with moderated adjustments, pertaining to the industry trend relating to Maldives.

Competency standards used for similar type of training in other countries were also examined.

Further considerations were also given with special care, to not only develop deliverable skill sets, but to also lay a foundation in character building. This is in line with wholistic developmental philosophy, values, and practices common to the diving and water sports industry globally.

Final considerations were made to factor in the general demographic profile of vocational trainees and efforts were also made to communicate the objectives and criteria in simple English, in order to achieve a higher rate of success to this training module.

## Unit 01

<b>UNIT TITLE</b>	General Industry Knowledge				
<b>DESCRIPTOR</b>	This unit involves the basic skills and knowledge required to develop and update knowledge of the tourism industry, including the role of different industry sectors and key legal and ethical issues that must be considered by tourism industry personnel in their day to day work.				
<b>CODE</b>	TOU09S1U01V1	<b>LEVEL</b>	3	<b>CREDIT</b>	2

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Seek information on the tourism industry	1.1. sources of information on the tourism industry 1.2. Access and update specific information on relevant sector(s) of work 1.3. Access and use knowledge of the tourism industry in the correct context to enhance the quality of work performance
2. Identify the Source and apply information on legal and ethical issues which impact on the tourism industry	2.1 Obtain information on legal and ethical issues to assist effective work performance 2.2 Conduct day-to-day activities in accordance with legal obligations and ethical industry practices
3. Update tourism industry knowledge	3.1 Identify and use a range of opportunities to update general knowledge of the tourism industry 3.2 Monitor current issues of concern to the industry 3.3 Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day work activities

## Range Statement

This unit applies to all sectors of the tourism industry.

Information sources and opportunities to update knowledge may include:

- Media
- Reference Books
- Libraries
- Unions
- Industry Associations and Organizations
- Industry Journals
- Computer Data, Including Internet
- Personal Observations and Experience
- Industry Seminars or Training Courses

- Informal networking
- Legal issues which impact on the industry include:
- Consumer Protection
- Duty of Care
- Equal Employment Opportunity
- Anti-Discrimination
- Workplace Relations
- Child Sex Tourism
- Consumer Protection
- Health and Safety

Ethical issues impacting on the industry may relate to:

- Confidentiality
- Commission Procedures
- Overbooking
- Pricing
- Tipping
- Familiarisations
- Gifts and Services Free of Charge

Industries other than tourism may include:

- Hospitality
- Entertainment
- Arts
- Sports
- Agriculture
- Conservation
- Science and Research
- Retail

Environmental issues may include:

- Protection of Natural and Cultural Integrity
- Minimal Impact Operations
- Environmental Sustainability
- Waste Management
- Energy-Efficient Operations
- Land Ownership
- Land Access and Usage

Economic and social issues may include:

- Employment
- Effect on Local Amenities/Facilities
- Population Change Due to Tourism Development
- Community Role in Tourism
- Issues of concern to the industry may be related to:
- Government Initiatives
- Emerging Markets
- Environmental and Social Issues
- Labour Issues

- Industry Expansion or Retraction

## ASSESSMENT GUIDE

### Forms of assessment

Assessment methods must be chosen to ensure that ability to develop and update knowledge 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:

- Case studies and problem-solving exercises to assess application of knowledge to different situations and contexts
- Questions to assess knowledge of different aspects of the tourism industry
- Review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

### Assessment context

- Assessment must ensure:

Project or work activities that allow the candidate to demonstrate the application of knowledge to specific tourism industry contexts and situations.

### Critical aspects (for assessment)

Evidence of the following is critical:

- Ability to source industry information
- General knowledge of the tourism industry, including main roles, functions and inter-relationships of different sectors, with a more detailed knowledge

### Assessment conditions

This is a core unit that underpins effective performance in all other units and combined training and assessment may be appropriate.

## UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning Knowledge	Underpinning Skills
<ul style="list-style-type: none"> <li>• Different sectors of the tourism industry and their inter-relationships, including a general knowledge of the structure, roles and functions of the following sectors:               <ul style="list-style-type: none"> <li>- Accommodation</li> <li>- Attractions and theme parks</li> <li>- Tour operators</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Time management</li> <li>• Basic computer skills needed to access the internet</li> <li>• Communication skills</li> <li>• Research skills</li> </ul>

- Retail travel agents
- Information services and co-ordination sector (local, regional, national)
- Meetings and events
- Major cross-industry and sector-specific organisations
- Overview of quality assurance in the tourism industry and the roles and responsibilities of individual staff members in quality assurance
- Overview of how to organise time and work in different industry contexts
- Tourism industry information sources
- Basic research skills:
  - Identification of relevant information
  - Questioning techniques to obtain information
- Time management
- Basic computer skills needed to access the internet
- Communication skills
- Research skills
- Sorting and summarising information
- Legislation (both state and federal) which applies across the industry in the following areas (name, primary objective and impact on individual staff only):
  - Consumer protection
  - Duty of care
  - Equal employment opportunity
  - Anti-discrimination
  - Workplace relations
  - Child sex tourism
  - Overview of current and emerging technology used across the tourism industry, including e-business

## Unit 02

<b>UNIT TITLE</b>	Practice good work ethics				
<b>DESCRIPTOR</b>	This unit covers character development, establishing of good work habits and ethics foundational to a successful career				
<b>CODE</b>	TOU09S1U02V1	<b>LEVEL</b>	3	<b>CREDIT</b>	2

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Commitment	1.1. Priorities are made to achieve organizational goals and objectives 1.2. Perseverance and hard work to maintain the set priorities in order to achieve of organizational goals and objectives 1.3. Teachability and eagerness to learn 1.4. Demonstrate creativity in job role
2. Honesty	2.1 Dependable and accountable for the activities being carried out 2.2 Courage to uphold what is true and admit when mistakes are made
3. Integrity	3.1. Demonstrating an ongoing commitment to do the right thing in every situation. 3.2. Conduct above-board and observe fairness in the course of training
4. Punctuality	4.1. Reporting to duty on time 4.2. Does not go absent without valid reasons 4.3. Adhering to leave application policies
5. Excellence	5.1. Overall striving, at times beyond stated responsibilities, in every aspect of the job, to be the best an individual can be.

## Range Statement

Appropriate sources:

- 1.1 Supervisors
- 1.2 Instructors
- 1.3 Team Members
- 1.4 Customers

Resource:

- 3.1 One-on-One Mentorship
- 3.2 Peer-to-peer influence
- 3.3 Online research

Protocols:

- 4.1 Organisational goals and objectives
- 4.2 Duty rosters
- 4.3 Leave application policy

## ASSESSMENT GUIDE

### Form of assessment

- Direct Observation
- Peer Survey
- Oral Interview

### Assessment context

- Competency is to be assessed individually on the job, which reflects a range of opportunities for character development
- Peer written survey may be conducted out of workplace at the end of the training period
- Independent Oral Interview at the end of the training period

### Critical aspects

It is essential the competencies are fully observed over the course of the training period holistically, and evident that competencies, with emphasis to excellence, have been incorporated in the candidate's value system. This unit may be assessed in conjunction with all units, which form part of the normal job role.

### Assessment conditions

- It is preferable that assessment reflects a process rather than an event and over a period of time
- Peer written survey may be conducted in a separate environment removed from the candidate to ensure objective evaluation
- Independent Oral Interview to be conducted in a conducive relaxed environment

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning knowledge</b>	<b>Underpinning skills</b>
<ul style="list-style-type: none"><li>• Honesty, integrity and punctuality are fundamental values of any profession</li><li>• Pursuit of excellence is instrumental to personal development</li><li>• Principles of accountability in the field of work</li><li>• Right priorities contributing to achievement of organisational goals and objectives will lead to career advancement</li><li>• Teachability, eagerness to learn, together with hard work and perseverance will spur creativity, resulting in success.</li></ul>	<ul style="list-style-type: none"><li>• Ability to take ownership of organisational goals and objectives</li><li>• Setting right priorities</li><li>• Ability to look at the “big picture” and go above and beyond the stated responsibilities when situation calls for</li><li>• Work hard, Work smart</li><li>• Asking the right questions</li><li>• Report for duty on time</li><li>• Procedures and communication for leave application</li><li>• Admit to failures and mistakes</li><li>• Creative ideas for job performance and productivity</li></ul>

## Unit 03

<b>UNIT TITLE</b>	Personal and Workplace Hygiene				
<b>DESCRIPTOR</b>	This unit covers the knowledge and skills required to observe workplace hygiene procedures in maintaining the personal presentation and grooming standard. This unit deals with necessary skills and knowledge required for maintaining the hygiene of workers and the hygienic practices that should be applied while on the job.				
<b>CODE</b>	TOU09S1U03V1	<b>Level</b>	3	<b>Credit</b>	2

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Observe personal grooming, hygiene and personal presentation standards	1.1 Grooming, hygiene and personal presentation practices maintained at professional standard in line with industry norms and organisational procedures. 1.2 Adequate level of personal cleanliness observed throughout the work 1.3 Understanding effects of poor personal hygiene and avoidance in all practices.
2. Following Hygiene procedures	2.1 Workplace hygiene procedures followed, in line with organisational procedures and legal requirements. 2.2 Eating, drinking, smoking, spitting, scratching, or other such behaviours are avoided at all times on the job.
3. Identify and avoid hygiene risks	3.1 Potential hygiene risks are identified in line with organisational procedures and legal requirements. 3.2 Action to minimize and remove risks within individual's scope of responsibilities, compliant to organisational procedures and legal requirements.

### Range Statement

Hygiene procedures may include, not limited to:

- Oral hygiene and personal hygiene
- Regular maintenance of haircut and facial hair, nails
- Ensure report for duty in clean fresh uniform/attire

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

- Organisation guidelines to workplace hygiene
- National legal requirements for workplace hygiene
- Organisation guidelines to personal grooming standards
- Cleaning products for hygiene maintenance of industry standards

## ASSESSMENT GUIDE

Forms of assessment

Competency in this unit may be assessed through:

- Practical examination
- Practical demonstration
- Direct observation through the training period

### Assessment context

- 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.

### Critical aspects (for assessment)

Assessment required evidence that the candidate:

- Followed hygiene procedures
- Practiced personal grooming and hygiene

### 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.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Knowledge on factors which contribute to workplace hygiene problems</li><li>• Grooming, hygiene and personal presentation practices</li></ul>	<ul style="list-style-type: none"><li>• Ability to follow correct hygiene procedures and instructions</li><li>• Habitual application to and internalization of hygiene principles</li></ul>

## Unit 04

<b>UNIT TITLE</b>	Occupational Health and Safety				
<b>DESCRIPTOR</b>	This unit describes the importance of health and safety in the occupation. It identifies the key safety hazards within the work area and recognizes the correct manner in which to safely carry out the tasks of the job, for the benefit of the trainee, colleagues, and customers.				
<b>CODE</b>	TOU09S1U04V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. 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
2. 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 procedures
3. 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
4. Clean the work area	4.1. Cleaning tasks/equipment accomplished to enterprise standards 4.2. Proper method for cleaning selected and employed for appropriate task/equipment
5. Secure work premises	5.1 Work equipment stored, premises closed and locked at the end of work, in line with enterprise procedures

## Range Statement

Procedures included:

- Guidelines for safe handling of equipment
- Emergency procedures
- Fire safety procedures
- Security and safety guidelines
- Cleaning procedures
- Waste handling procedures
- Cleaning chemicals handling guidelines
- Accident and incidence reporting procedures

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

- Relevant Procedure guidelines and manuals

## ASSESSMENT GUIDE

### Forms of assessment

This may include and not limited to:

- Written Test
- Oral Questions and Answers

### 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. In the case of written test, it should be done in a classroom environment.

### 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 operate equipment and utilise 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.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• General knowledge on safe practices</li><li>• Communication procedures</li><li>• Relevant workplace procedures and guidelines</li></ul>	<ul style="list-style-type: none"><li>• Undertake safe manual handling jobs</li><li>• Competent to follow safety regulations</li><li>• Competent to work safely with workplace equipment, materials and colleagues</li></ul>

## Unit 05

<b>UNIT TITLE</b>	Customer Care				
<b>DESCRIPTOR</b>	This unit of competency deals with the knowledge, skills, and attitudes in providing effective customer care with the goal of repeat business and positive word of mouth publicity.				
<b>CODE</b>	TOU09S1U05V1	<b>Level</b>	3	<b>Credit</b>	2

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Understanding the role of a water sports assistant	1.1 instruct groups of all ages in a range of activities 1.2 ensure the facilities and equipment are maintained and stored in line with defined standards. 1.3 Responsible for on the water safety and making on the spot decisions related to weather condition.
2. Essential points of Service	2.1 Know the importance of customer service to achieve organisational goals 2.2 Greet Customers promptly with a warm smile 2.3 Create an appealing atmosphere for customer and staff interaction, forming a warm welcoming environment 2.4 Identify and meet customers' needs through verbal and non-verbal skills, backed by expert knowledge of products 2.5 Offer prompt, efficient and pleasant service
3. Service Recovery	1.1 Listen. Nature and details of complaint are established and agreed with the customer 1.2 Responsibility for resolving the complaint is taken within limit of responsibility and not taken personally. 1.3 Appropriate action is taken to resolve the complaint to the customers satisfaction wherever possible

## Range Statement

Steps of service recovery may include and not limited to:

1. Listen, acknowledge customer and hear their complaints
2. Don't take complaints personally and don't be defensive
3. Offer sincere apologies
4. Offer alternatives or remedy, ask what will make things better
5. Never deny, explain, or shift the blame. Take ownership of the complaint

Factors to consider in communication may include and not limited to:

- Body language
- Dressing and accessories
- Gestures and mannerisms
- Voice tonality and volume
- Use of space
- Culturally specific communication customs and practices

Cultural and social differences may include and not limited to:

- Modes of greeting, fare welling and
- Body language/ use of body gestures
- Formality of language

Customer need may include and not limited to:

- Physical Disabilities
- Special cultural or language needs
- Unaccompanied children
- Parents with young children
- Pregnant women
- Single women

Greeting and conversation points may include and not limited to:

- Eye contact and facial expression
- Modes of greeting and farewell
- Enquiry and addressing customer by name
- Time-lapse before a response

## ASSESSMENT GUIDE

### Forms of assessment

Competency in this unit must be assessed through

- Oral examinations
- Direct observation of the course of the training

### Assessment context

Assessment may be done in the workplace or in a simulated workplace setting

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Understand the importance of good customer service to achieve organisation goals
- Demonstrates and understands, factors and steps to good customer service
- Provide service recovery

### Assessment conditions

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

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Role and responsibility of Water sports instructors</li><li>• Importance of customer service</li><li>• Factors and steps to effective customer service</li><li>• Steps to service recovery</li></ul>	<ul style="list-style-type: none"><li>• Effective communication skills</li><li>• Non-verbal communication - body language</li><li>• Interpersonal and rapport building with colleagues and customers</li><li>• Active listening</li><li>• Problem solving</li></ul>

## Unit 06

<b>UNIT TITLE</b>	Effective Workplace Communication				
<b>DESCRIPTOR</b>	This unit addresses the need for effective communication in a work environment towards customers, colleagues, and external parties. Selecting the best method of communication appropriate for different situations, identifying and overcoming communication barriers				
<b>CODE</b>	TOU09S1U06V1	<b>Level</b>	3	<b>Credit</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Communication with customers and colleagues	1.1 Effective verbal and non-verbal communication with customers, colleagues and associates, effective delivery of intended messages to advance organisational goals 1.2 Appropriate lines of communications are followed 1.3 Appropriate choice of method for communication with external parties in a range of circumstances 1.4 Respect and honour in work place communication within a team and external parties
2. Effective workplace meetings and discussions	2.1 Participation of relevant meetings and discussions 2.2 Active listening 2.3 Questions asked and responding effectively 2.4 Clear expressions of opinions 2.5 Meeting and discussion outcomes interpreted and implemented correctly
3. Identifying and overcoming barriers to communication	3.1 Identifying cause of breakdown in communications 3.2 Assessment of emotional barriers 3.3 Resolving conflicts and misunderstandings

## Range Statement

Internal Procedures and Resource:

- Organisational chart
- Communication guidelines
- Management training session on communications

External literature on:

- Verbal and non-verbal communications
- Emotional Quotient
- Effective workplace communication

## ASSESSMENT GUIDE

Competency may be assessed through:

- Written Test
- Direct Observation
- Oral Interview
- Case Study/ Role play

### Assessment context

Competencies may be assessed in a workplace for direct observation and in classroom environment for the written test, interview and case study/ role play.

### Critical aspects (for assessment)

Assessment requires evidence of competencies in a candidate for the following points:

- Communication could be verbal and non-verbal with all points of business contacts
- Existence of barriers to effective communication and ways to overcome them
- Active listening is an essential component of communication
- Resolving conflicts and misunderstanding
- Ability to communicate effectively over the phone

### Assessment conditions

Assessment may be conducted in the work environment over the duration of the training. Case study and role play may be conducted in pairs. Written Test and Oral Interview are to be conducted in a quiet, conducive setting.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Effective communication</li><li>• Organisation channels of communication</li><li>• Various methods of communication</li><li>• Barriers and solutions to communication</li></ul>	<ul style="list-style-type: none"><li>• Active listening skills</li><li>• Conflict resolution</li></ul>

**Unit 07**

<b>UNIT TITLE</b>	Policies and Procedures				
<b>DESCRIPTOR</b>	This unit covers the competence in terms of knowledge and skills required to understand and follow company policies and procedures and applicable legislation together with application of ethics to all activities at work				
<b>CODE</b>	TOU09S1U07V1	<b>LEVEL</b>	3	<b>CREDIT</b>	2

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Follow written or spoken policies and procedures	1.1 Relevant written or spoken workplace policies and procedures clearly understood 1.2 Job responsibilities clearly noted and followed 1.3 Work place agreements clearly understood and work consistent with this requirement 1.4 Work place policies and procedures supported by the job role, properly followed 1.5 Relevant work instructions or standard operating procedures sourced 1.6 Relevant work instructions or standard operating procedures correctly interpreted and accurately followed 1.7 Operating instructions for equipment accurately followed 1.8 Clarification sought and obtained from supervisor or other appropriate person when necessary
2. Follow legislative and certification requirements	2.1 Relevant sections of applicable legislation followed as per the procedures or instructions 2.2 Requirements of the relevant industry certification followed as per the procedures or instructions 2.3 Legislative requirements related to employment issues followed 2.4 General requirements for tourism regulations and standards strictly followed as per the procedures or work instructions in line with enterprise procedures 2.5 Legislation pertinent to personnel and administrative procedures followed as per the instructions
3. Work ethically	3.1 Actions within the job description and consistent with the organizational philosophy

Policy and procedures relevant to the work may cover areas:

- Job descriptions
- Workplace agreements
- Duty rosters
- Grievance procedures
- Confidentially requirements
- Appropriate relationship with clients
- Gifts and gratitude

Tools, equipment and materials required may include:

Materials may include written workplace policies and procedures, hard or soft copies of the applicable legislation, copies of operating procedures or work instructions, quality manuals and procedure manuals etc.

## ASSESSMENT GUIDE

### Forms of assessment

- Continuous and holistic assessment is suitable for this unit.
- Evidence of performance may be provided by customers, team leaders/members or other persons, subject to agreed authentication arrangements

### Assessment context

Assessment of this unit must be completed on the job or in a simulated work environment under the normal range of work conditions.

### 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:

- Following company policies and procedures, within the scope of the work
- Following job responsibilities and agreements
- Interpreting and following work instructions or operating procedures
- Following applicable legislation
- Essential knowledge of relevant certification requirements
- Following requirements for particular certification
- Applying ethics to all workplace activities
- Maintaining confidentiality at work
- Obtaining clarifications from relevant personnel
- Recognizing and resolving conflicts or referring to appropriate person

### 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 over the normal range of work activities.

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Essential knowledge of the company policies and procedures</li><li>• Detailed knowledge of the work covered in the job description</li><li>• Working knowledge of the requirements in the operating procedures or work instructions</li><li>• Working knowledge of applicable legislation</li><li>• Working knowledge of applicable certification requirements</li><li>• Working knowledge of the requirements for working ethically and the consequences of not following these</li><li>• General knowledge of the consequence of not adhering to workplace agreements and disclosing confidential information</li></ul>	<ul style="list-style-type: none"><li>• Ability to source written policies and procedures</li><li>• Ability to follow company policies and procedures</li><li>• Ability to follow job responsibilities</li><li>• Ability to source and follow operating procedures or work instructions</li><li>• Competent to work according to applicable legislation</li><li>• Ability to follow requirements for the certification</li><li>• Undertake necessary measures to apply ethics at work</li><li>• Ability to understand requirements and follow workplace agreements</li><li>• Maintain confidentiality at work</li></ul>

## Unit o8

<b>UNIT TITLE</b>	Duty of Care and Managing Risk				
<b>DESCRIPTOR</b>	This unit identifies the competence in terms of knowledge and skills required for risk management and duty of care in the context of water sports and recreation activities in order to identify and record the potential risks and hazards in an activity.				
<b>CODE</b>	TOU09S1Uo8V1	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Demonstrate knowledge of the role of risk theory and duty of care in the context of water sports	1.1. Identify the moral or legal obligation to ensure the safety or well-being of others. 1.2. Explain the meaning of terms used in contemporary risk management, and their relationship to each other 1.3. Identify the nature and types of risk as it applies to water sports. 1.4. Examine the risks involved in performing water sports. 1.5. Examine the concept of 'optimal arousal' and/or a 'flow state' in relation to risk taking 1.6. Outline the role of adventure-based activities, identifying the value of using and/or experiencing risk, based on contemporary literature and research on the subject
2. Apply knowledge of accidents	2.1 Analyse the factors which cause accidents in outdoor activities 2.2 Determine the role of accident/incident analysis in risk management 2.3 Identify tools to assist in the analysis of accidents/incidents
3. Identify the approved safety equipment requirements for the workplace	3.1 Select equipment after consideration of contextual issues and check to ensure that it is in good working condition 3.2 Ensure equipment is correctly fitted and adjusted and ensure suitability to the workplace and the activity 3.3 Check safety equipment to ensure suitability to the workplace and the activity

<p>4. Demonstrate understanding of the legal obligation required of minimizing risk</p>	<p>4.1 Outline the legislation and legal requirements for a person to minimize risk in the workplace</p> <p>4.2 Specify the legal requirements connected to the unfollowed workplace procedures and work instruction</p>
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## Range statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces.

## The Tools, equipment and material used in this unit may include

- All the relevant tools and equipments for managing risk and duty of care

## ASSESSMENT GUIDE

### Forms of assessment

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

### Assessment context

Competency may be assessed in workplace or in a simulated workplace setting. Assessment shall be observed while task are being undertaken whether individually or in-group

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- demonstrate understanding of moral or legal obligation to ensure the safety or well-being of others.
- demonstrate understanding of risk management theory
- identify the approved safety equipment requirements for the workplace
- determine the likelihood of the risk occurring and the consequence
- evaluate whether a risk is acceptable, in the context of the activity aims and the organisational context

### Assessment conditions

Competency should be assessed in demonstration and questioning of related underpinning knowledge, written examination and portfolio of the participant.

### Special notes for assessment

Assessment needs reflect the real or simulated work practices.

### Resources required for assessment

The following resources should be provided:

- Workplace location
- Tools and equipment appropriate to schedule water sports and recreation activities and to monitor and maintain working condition

- Material relevant to the proposed activity and tasks

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• First aid knowledge appropriate to the activity and location</li> <li>• Activity specific knowledge to undertake the activity</li> <li>• Equipment design limits and issues associated with operating outside design limits</li> <li>• Risk management terms and theory applicable to water sports</li> <li>• Hazard prevention/minimization strategies</li> <li>• Industry best practice with respect to the conduct of activities</li> <li>• Occupational Health and Safety requirements with respect to recording and reporting activity planning and incidents/accidents that occur</li> <li>• Organisational requirements with respect to recording and reporting</li> <li>• Emergency/incident procedures to apply to risk management planning to decrease the consequences should an accident occur</li> <li>• Relevant industry standards, guidelines, codes of practice</li> <li>• Legal responsibilities in risk management</li> </ul>	<ul style="list-style-type: none"> <li>• Activity specific skills to conduct an activity safely</li> <li>• Communication skills to network with colleagues to determine and comply with industry best practice</li> <li>• Problem solving to reduce the likelihood of risk</li> </ul>

## Unit 09

<b>UNIT TITLE</b>	Safety Procedures at Sea				
<b>DESCRIPTOR</b>	This unit identifies the competence in terms of knowledge and skills required to perform safety procedures at sea to minimize risk.				
<b>CODE</b>	TOU09S1U09V1	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Demonstrate the supervision of clients in an aquatic environment	1.1. Identify signs of possible casualty or difficulty 1.2. Assess situation to determine appropriate response to emergency according to accepted best practice principles of aquatic rescues, relevant legislation and organisational policies and procedures 1.3. Communicate emergency situation to appropriate personnel according to organisational policies and procedures 1.4. Report and record incidents according to organisational policies and procedures. 1.5. Identify safety and risk in outdoor recreation
2. Monitor the seaworthiness of the vessel	2.1. Work to monitor condition and seaworthiness of the vessel is planned and carried out in accordance with procedures and safety regulations 2.2. Coverage and frequency of checks and inspections on the vessel complies with the procedures
3. Undertake safety briefings	3.1. Briefing is planned and prepared in accordance with safety equipment and procedures 3.2. Effective interpersonal techniques are used to elicit and encourage contribution and discussion.
4. Demonstrate proper trip preparation and planning	4.1. Weather conditions, vessel and personnel are checked for suitability for planned trip. 4.2. Trip activity plan takes into account area and type of operation and emergency contact. 4.3. Adequate provisions, including fuel, for trip are carried out. 4.4. Trip details are communicated to appropriate person.

	<p>4.5. Check is made to ensure the number of passengers does not exceed boat design limitations and/or legislative requirements.</p> <p>4.6. Check is made to ensure equipment, stores and personal items are securely stowed and do not adversely affect the boat's stability.</p> <p>4.7. Appropriate person is informed of safe return from the activity.</p>
5. Respond to boating emergencies and incidents	<p>5.1. Nature, type, location, accessibility and serviceability of safety equipment is known and understood by all personnel on board.</p> <p>5.2. Briefing of personnel is conducted before departure.</p> <p>5.3. Nature of emergency is identified.</p> <p>5.4. Alarm is communicated to on-board personnel.</p> <p>5.5. On-board personnel are informed of actions required to deal with the emergency.</p> <p>5.6. Procedures are implemented to combat emergency and protect persons on board.</p> <p>5.7. Know the boat traffic rules and right of way</p>
6. Understand how to interpret weather for marine environments	<p>6.1. Interpret information from a weather map</p> <p>6.2. Collect, record and interpret weather conditions in a specific marine region.</p> <p>6.3. Interpret weather and environmental information for aquatic activities at a specific marine location.</p>
7. Perform weather evaluations, weather warnings, wind and sea conditions	<p>7.1. Weather and climate information is checked to determine likely conditions</p> <p>7.2. Changed weather and climate situations are recognized</p> <p>7.3. Likely impact of changes in weather and climate are anticipated in respect to work tasks, safety of others, property, natural resources and local environment</p>

### Range statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces.

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

All the relevant tools and equipment to perform safety procedures at sea.

## ASSESSMENT GUIDE

### Forms of assessment

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

### Assessment context

Competency may be assessed in workplace or in a simulated workplace setting. Assessment shall be observed while task are being undertaken whether individually or in-group

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Performed supervising clients in suitably simulated situations
- Operated and used the boat traffic rules and right of way
- Evaluated safety and risks in outdoor recreation and vessel sea worthiness
- Practiced safety briefings, boating emergencies and incidents, trip preparation and planning
- Practiced weather weather evaluation for marine environment

### Assessment conditions

Competency should be assessed in demonstration and questioning of related underpinning knowledge, written examination and portfolio of the participant.

### Special notes for assessment

Assessment needs reflect the real or simulated work practices.

### Resources required for assessment

The following resources should be provided:

- Workplace location
- Tools and equipment appropriate to perform safety procedures at sea
- Material relevant to the proposed activity and tasks

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Knowledge on relevant safety procedures in an aquatic environment</li><li>• Knowledge of safety and risks in outdoor activities</li><li>• Knowledge of boat traffic rules and right of way</li><li>• Incidents that may result from bad weather conditions</li><li>• Value of training and emergency drills for enhancing chances of survival at sea</li><li>• Location of personal lifesaving appliances</li></ul>	<ul style="list-style-type: none"><li>• Procedures for supervising clients in an aquatic environment</li><li>• Procedures for boating emergencies and incidents</li><li>• Procedures for trip preparation and planning</li><li>• Procedures to interpret weather and its warnings</li></ul>

## Unit 10

<b>UNIT TITLE</b>	Conservation and Environment				
<b>DESCRIPTOR</b>	This unit identifies the competence in terms of knowledge and skills required to implement minimal environmental impact and conservation practices while participating in and assisting in water sports and recreation activities				
<b>CODE</b>	TOU09S1U10V1	<b>LEVEL</b>	3	<b>CREDIT</b>	2

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Demonstrate knowledge of conservation	1.1 Know what conservation is 1.2 Importance of conservation 1.3 Maintain natural areas
2. Prepare specialized interpretive content on marine environments	2.1 Determine human impact through water sports activities on natural processes and interrelationships 2.2 Determine aspects unique to marine environment 2.3 Identify sensitive areas after consultation with appropriate authorities 2.4 Source information on the types of environmental impact likely to occur during specific water sport activities in specific locations

## Range statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces.

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

- Relevant manuals and documents

## ASSESSMENT GUIDE

### Forms of assessment

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

### Assessment context

Competency may be assessed in workplace or in a simulated workplace setting. Assessment shall be observed while task are being undertaken whether individually or in-group

### Critical aspects (for assessment)

Assessment requires evidence that the candidate understands:

1. the types of environmental impact likely to occur during specific water sport activities in specific locations

2. human impact through water sports activities on natural processes and interrelationships

### Assessment conditions

Competency should be assessed in demonstration and questioning of related underpinning knowledge, written examination and portfolio of the participant.

### Special notes for assessment

Assessment needs reflect the real or simulated work practices.

### Resources required for assessment

The following resources should be provided:

- Workplace location
- Tools and equipment appropriate to conduct site inspection and operate tour
- Material relevant to the proposed activity and tasks

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Knowledge on conservation and the importance of conservation</li><li>• Knowledge of sensitive areas and the types of environmental impact likely to occur during specific outdoor activities in specific locations</li></ul>	<ul style="list-style-type: none"><li>• How to conserve natural resources and areas.</li></ul>

## Unit 11

<b>UNIT TITLE</b>	Basic Water Rescue				
<b>DESCRIPTOR</b>	This unit identifies the competence in terms of knowledge and skills required to identify and evaluate an aquatic emergency and perform a basic water rescue.				
<b>CODE</b>	TOU09S1U11V1	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Identify and evaluate aquatic emergencies which may require basic water rescue techniques	1.1 Identify and explain the factors that contribute to aquatic emergencies which may require basic water rescues 1.2 Identify and explain the characteristics of a person in difficulty 1.3 Communicate initial assessment to appropriate personnel in accordance with the accepted best practice principles of aquatic rescues 1.4 Identify and explain an appropriate emergency response for the situation and the people involved
2. Apply the principles of basic water rescue	2.1 Assess the factors involved in conducting a basic water rescue and formulate a rescue plan 2.2 Consider the rescue plan, self-preservation and the safety of bystanders 2.3 Determine the type of rescue required and rescue equipment needed
3. Perform a basic water rescue in accordance with accepted best practice principles of aquatic rescues	3.1 Complete a 100m run-swim-run within 5 minutes 3.2 Paddle a board; negotiate the surf, using a rescue board 3.3 Demonstrate body surfing techniques 3.4 Perform self-survival techniques (for both conscious and unconscious person) 3.5 Perform two-person carry 3.6 Perform two handed seats 3.7 Perform a two-person drag 3.8 Perform a spinal carry 3.9 Perform a stretcher carry 3.10 Use ring and rescue tube for rescues
4. Record and report the incident	4.1 Complete a record of the incident and the action taken using appropriate forms and in line with organisational requirements

	4.2 Notify appropriate other personnel and statutory authorities of the incident
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## Range statement

Accepted best practice principles of aquatic rescues

- accepted preventative practice adopted throughout the aquatic industry to minimise safety hazards or risks to casualty, bystanders and rescuer
- Guidelines and Code of conduct policies developed by the peak bodies responsible for lifesaving,
- current and past good practice demonstrated by self or peers in the same or similar situation

Aquatic emergencies may include

- envenomation
- sudden unconsciousness
- spinal injured person
- drowning
- heart attack
- severe bleeding
- multiple victims
- epileptic seizures
- severe asthma attacks

Basic water rescue techniques would be performed by an individual and must include all of the following

- run-swim-run rescue
- two-person carry
- two-handed seat
- two-person drag
- self survival techniques
- rescue tube
- ring

Characteristics of a person in difficulty will vary according to their situation but may include

- calling for help
- vertical body position
- minimal or non-supportive leg action
- vigorous arm movements
- head tilted up and back, face turned to safety or help
- submerged (or unconscious) person

Factors that contribute to aquatic emergencies which may require basic water rescues may include

- swimming ability
- environmental conditions such as
- deep water

- shallow water
- currents
- surf
- strong wind
- risk taking behaviour
- consumption of alcohol or use of illegal drugs
- condition of casualty

People involved may include

- casualty
- bystanders
- rescuers
- staff

Rescue equipment may include

- reaching aids
- paddle board
- flotation aids

Tools, equipment and material used in this unit may include

- All the relevant tools and equipments for survival

## ASSESSMENT GUIDE

### Forms of assessment

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

### Assessment context

Competency may be assessed in workplace or in a simulated workplace setting. Assessment shall be observed while tasks are being undertaken whether individually or in-group

### Critical aspects (for assessment)

Assessment must confirm the ability integrated demonstration of all elements of competency and their performance criteria, in particular the ability to

- Identify aquatic emergency requiring basic water rescues
- determine and implement a basic water rescue plan which minimises risk to self and other bystanders
- assess the condition of the casualty and apply appropriate treatment in line with approved resuscitation techniques and standards
- accurately report the incident and notify other relevant personnel according to legislative, regulatory and organisation requirement

### Assessment conditions

Competency should be assessed in demonstration and questioning of related underpinning knowledge, written examination and portfolio of the participant.

## Special notes for assessment

Assessment needs reflect the real or simulated work practices.

## Resources required for assessment

The following resources should be provided:

- a swimming pool/aquatic environment and rescue equipment
- suitable participants

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Factors contributing to aquatic emergencies</li><li>• Characteristics of a person in difficulty</li><li>• Potential dangers in a range of aquatic environments</li><li>• Resuscitation techniques and standards</li><li>• Water rescue equipment</li><li>• Principles of basic water rescues</li><li>• Relevant equipment and safety requirements, including occupational health and safety and legislative requirements</li></ul>	<ul style="list-style-type: none"><li>• Ability to identify factors leading to aquatic emergencies</li><li>• Monitoring/observation skills to identify aquatic emergencies requiring basic water rescues</li><li>• Skills and techniques required to perform resuscitation</li><li>• Fitness and strength level to perform basic water rescues appropriate to the learner's work environment</li><li>• Self survival techniques</li><li>• Use of rescue tube and ring in rescues</li></ul>

## Unit 12

<b>UNIT TITLE</b>	Introduction to Water Sports				
<b>DESCRIPTOR</b>	This unit covers the competence in terms of knowledge and skills required to perform basic water sports.				
<b>CODE</b>	TOU09S1U12V1	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Demonstrate knowledge of the theories and concepts of basic water sports	1.1. Understand basic theory concepts in Jet ski operation including rules and regulations 1.2. Understand basic theory of windsurfing including rules and regulations and safety
1. Safety and risks in water sports	2.1 Be aware of safety and risks in water sports 2.2 Know how to care for the equipment 2.3 Equipment regularly checked against any damages and to ensure safe operating conditions 2.4 Carry out basic practical maneuvers to windsurf

### Range statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces.

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

All the equipment needed to perform basic water sports

## ASSESSMENT GUIDE

### Forms of assessment

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

### Assessment context

Application of competence is to be assessed in the workplace or simulated worksite and needs to occur using standard and authorized work practices, safety requirements and environmental constraints.

### Critical aspects (for assessment)

It is essential that competence in this unit signifies ability to transfer competence to changing circumstances and to respond to unusual circumstances in the critical aspects of:

- Perform proper use and care of equipment
- Practiced practical manoeuvres to windsurf
- Awareness of safety and risks in water sports
- Presented the knowledge of basic theory, rules and regulations in windsurfing and jet ski operation
- Demonstrated swimming with fins, treading water
- Practiced mask de-fogging, pressure equalization and fitting the snorkel

### Assessment conditions

It is preferable that assessment reflects a process rather than an event and occurs over a period of time to cover varying quality circumstances. Evidence of performance may be provided by customers, team leaders/members or other persons subject to agreed authentication arrangements

### Special notes for assessment

Competence in this unit may be assessed in conjunction with other functional units which together form part of the holistic work role

### Resources required for assessment

The following resources should be made available:

- a surf beach with prevailing conditions appropriate to the level of
- activity
- suitable craft (boards)
- personal clothing

## UNDERPINNING KNOWLEDGE AND SKILLS

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• Surf awareness including knowledge of safety zones at the beach</li> <li>• Features and signs of rips, gutters, sweeps and currents</li> <li>• Types of waves and their characteristic features</li> <li>• Effects of wind, tide, swell and ocean floor on surf conditions</li> <li>• Surf survival techniques</li> <li>• Self-rescue techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Ability to swim in the surf in moderate conditions</li> <li>• Paddling surf craft</li> <li>• Operate tools and equipments safely</li> </ul>

## Unit 13

<b>UNIT TITLE</b>	Introduction to Snorkeling				
<b>DESCRIPTOR</b>	This unit includes competence in terms of knowledge and skills required to perform basic snorkeling.				
<b>CODE</b>	TOU09S1U13V1	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Demonstrate the knowledge for basic snorkeling	<ol style="list-style-type: none"><li>1.1. Know the proper use of snorkeling equipment (fins, masks and snorkel)</li><li>1.2. Care for equipment</li><li>1.3. Know the signals used in communicating in the water</li><li>1.4. Understand mask de-fogging, pressure equalization, using mask on the surface and fitting the snorkel</li><li>1.5. Breathing on the surface, snorkel clearing, adjusting fins</li><li>1.6. Demonstrate swimming with fins, treading water</li><li>1.7. Understand the safety and risks in snorkeling</li></ol>

## Range statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces.

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

All the equipment needed to perform snorkeling.

## ASSESSMENT GUIDE

### Forms of assessment

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

### Assessment context

Application of competence is to be assessed in the workplace or simulated worksite and needs to occur using standard and authorized work practices, safety requirements and environmental constraints.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- Perform proper use and care of equipment

- Practiced mask de-fogging, pressure equalization, fitting snorkel
- Presented the knowledge of safety and risks in snorkeling
- Demonstrated swimming with fins, treading water

### Assessment conditions

Competency must be assessed through:

- Observation with questioning
- Written or oral examination
- Interview
- Demonstration with questioning

### Resources required for assessment

- fins, mask,

## UNDERPINNING KNOWLEDGE AND SKILLS

Analyst groups might be advised to include Key Competencies and Levels in this section

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• Types of snorkeling equipment and its uses</li> <li>• Safe handling procedures in using equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Visualizing objects and shapes</li> </ul>

## Unit 14

<b>UNIT TITLE</b>	Introduction to Jet Ski				
<b>DESCRIPTOR</b>	This unit includes competence in terms of knowledge and skills required to perform basic Jet Skiing				
<b>CODE</b>	TOU09S1U13V1	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Demonstrate the knowledge for basic Jet Skiing	<ul style="list-style-type: none"><li>1.1 Know the Personal clothing/buoyancy aids</li><li>1.2 Care for equipment</li><li>1.3 Launching, handling and recovery skills</li><li>1.4 Passage planning and decision making</li><li>1.5 High and low speed riding skills</li><li>1.6 Essential safety information</li><li>1.7 Collision avoidance and orientation at sea</li><li>1.8 Capsize drills</li><li>1.9 Layout of personal watercraft controls, propulsion and steering system</li></ul>

### Range statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces.

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

All the equipment needed to perform Jet Skiing

### ASSESSMENT GUIDE

#### Forms of assessment

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

#### Assessment context

Application of competence is to be assessed in the workplace or simulated worksite and needs to occur using standard and authorized work practices, safety requirements and environmental constraints.

#### Critical aspects (for assessment)

Assessment requires evidence that the candidate:

- 1.1 Know the Personal clothing/buoyancy aids

- 1.2 Care for equipment
- 1.3 Launching, handling and recovery skills
- 1.4 Passage planning and decision making
- 1.5 High and low speed riding skills
- 1.6 Collision avoidance and orientation at sea
- 1.7 Layout of personal watercraft controls, propulsion and steering system

### Assessment conditions

Competency must be assessed through:

- Observation with questioning
- Written or oral examination
- Interview
- Demonstration with questioning

### Resources required for assessment

- Jet ski and relevant equipment

## UNDERPINNING KNOWLEDGE AND SKILLS

Analyst groups might be advised to include Key Competencies and Levels in this section

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• Collision avoidance and orientation at sea</li> <li>• Know the Personal clothing/buoyancy aids</li> <li>• Passage planning and decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Launching, handling and recovery skills</li> <li>• High and low speed riding skills</li> <li>• Swimming</li> </ul>

## Unit 15

<b>UNIT TITLE</b>	Introduction to Canoeing				
<b>DESCRIPTOR</b>	This unit includes competence in terms of knowledge and skills required to perform Canoeing.				
<b>CODE</b>	TOU09S1U15V1	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Demonstrate the knowledge for Canoeing	<ol style="list-style-type: none"><li>1.1 Canoes, paddles and gears</li><li>1.2 Canoe etiquette and ethics</li><li>1.3 Daily maintenance check and procedures.</li><li>1.4 Correct operation procedures to minimize equipment damage</li><li>1.5 Weather</li><li>1.6 Emergency rescue procedures.</li><li>1.7 Correct operation procedures to maximize passenger safety.</li></ol>

### Range statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces.

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

Canoe, Paddles, floating devices, safety devices

## ASSESSMENT GUIDE

### Forms of assessment

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

### Assessment context

Application of competence is to be assessed in the workplace or simulated worksite and needs to occur using standard and authorized work practices, safety requirements and environmental constraints.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate possesses the knowledge and skills of:

- Canoes, paddles and gears

- Canoe etiquette and ethics
- Daily maintenance check and procedures.
- Correct operation procedures to minimize equipment damage
- Maintenance check and procedures.
- operation procedures to minimize equipment damage
- Emergency rescue procedures.
- Correct operation procedures to maximize passenger safety.

### Assessment conditions

Competency must be assessed through:

- Observation with questioning
- Written or oral examination
- Interview
- Demonstration with questioning

## UNDERPINNING KNOWLEDGE AND SKILLS

Analyst groups might be advised to include Key Competencies and Levels in this section

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• Weather</li> <li>• Emergency rescue procedures.</li> </ul>	<ul style="list-style-type: none"> <li>• Correct equipment used for canoeing</li> <li>• Daily maintenance check and procedures.</li> <li>• Correct operation procedures to minimize equipment damage</li> <li>• Correct operation procedures to maximize passenger safety.</li> <li>• Swimming</li> </ul>

## Unit 16

<b>UNIT TITLE</b>	Provide First Aid (EFR)				
<b>DESCRIPTOR</b>	This unit includes competence in terms of knowledge and skills required to follow steps for emergency care.				
<b>CODE</b>	TOU09S1U16V1	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Demonstrate the knowledge and skill of emergency first response	1.1 Demonstrate primary care (CPR) 1.2 Demonstrate secondary care (First Aid) 1.3 Know how to care for children 1.4 Provide CPR and AED

### Range statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces.

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

Equipment required to provide emergency first responses.

## ASSESSMENT GUIDE

### Forms of assessment

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

### Assessment context

Application of competence is to be assessed in the workplace or simulated worksite and needs to occur using standard and authorized work practices, safety requirements and environmental constraints.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate possesses the knowledge and skills to:

- a. Respond when faced with a medical emergency.
- b. Follow life saving techniques in an emergency situation.

### Assessment conditions

Competency must be assessed through:

- Observation with questioning
- Written or oral examination
- Interview
- Demonstration with questioning

## UNDERPINNING KNOWLEDGE AND SKILLS

Analyst groups might be advised to include Key Competencies and Levels in this section

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• Emergency rescue procedures.</li> <li>• Common medical conditions</li> <li>• Primary care</li> <li>• Secondary care</li> </ul>	<ul style="list-style-type: none"> <li>• Life saving techniques</li> <li>• Swimming</li> <li>• Provide CPR and AED</li> <li>• Provide first aid</li> </ul>

## Unit 17

<b>UNIT TITLE</b>	Wind Surfing				
<b>DESCRIPTOR</b>	This unit includes competence in terms of knowledge and skills required to perform basic wind surfing.				
<b>CODE</b>	TOU09S1U17V1	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
2. Demonstrate the basic knowledge and skill for wind surfing	<ul style="list-style-type: none"><li>• Introduction</li><li>• Parts of the sailboards</li><li>• Points of sail</li><li>• Steering</li><li>• Safety rules</li><li>• Simulation Training</li><li>• Sailing across the wind</li><li>• Close-haul and running</li><li>• Tacking and gybing</li><li>• Sailing upwind</li><li>• Basic right-of-way rules</li><li>• Strong wind techniques</li><li>• Current and tide</li><li>• Self-rescue</li><li>• Water practice</li></ul>

### Range statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces.

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

Equipment required to perform wind surfing.

## ASSESSMENT GUIDE

### Forms of assessment

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

### Assessment context

Application of competence is to be assessed in the workplace or simulated worksite and needs to occur using standard and authorized work practices, safety requirements and environmental constraints.

## Critical aspects (for assessment)

Assessment requires evidence that the candidate possesses the knowledge and skills to:

- Be able to sail competently on your own
- Know the various parts and functions of the sailboat
- Learn and apply useful rope and knot techniques
- Understand basic sailing rules while out in the water
- Develop the confidence and control over the boat at sea

## Assessment conditions

Competency must be assessed through:

- Observation with questioning
- Written or oral examination
- Interview
- Demonstration with questioning

## UNDERPINNING KNOWLEDGE AND SKILLS

Analyst groups might be advised to include Key Competencies and Levels in this section

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"><li>• Safety rules</li><li>• Current and tide</li><li>• parts and functions of the sailboat</li></ul>	<ol style="list-style-type: none"><li>2. Points of sail</li><li>3. Steering</li><li>4. Tacking and gybing</li><li>5. Sailing upwind</li><li>6. Strong wind techniques</li><li>7. Water practice</li></ol>

## Unit 18

<b>UNIT TITLE</b>	Catamaran Sailing				
<b>DESCRIPTOR</b>	This unit includes competence in terms of knowledge and skills required to perform basic catamaran sailing.				
<b>CODE</b>	TOU09S1U18V1	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
<p>1. Demonstrate the knowledge and skill of basic catamaran sailing</p>	<p>1.1 Maneuvering Under Power:</p> <ul style="list-style-type: none"> <li>• Demonstrate holding position, pivot turn around center and around each hull, starting, stopping and speed control.</li> <li>• Demonstrate leaving and returning to a dock under power.</li> <li>• Demonstrate making way and maneuvering upwind and crosswind in forward and reverse. Demonstrate maneuvering with one engine.</li> </ul> <p>1.2 Sailing Skills:</p> <ul style="list-style-type: none"> <li>• Demonstrate the trim cycle for a catamaran, including the proper use of the traveler and/or boom vang. Demonstrate the use of a barber hauler when sailing off the wind.</li> <li>• Demonstrate the specialized skills of tacking a catamaran.</li> <li>• Demonstrate jibing, including proper control of the mainsail.</li> <li>• Demonstrate shortening sail to depower the boat.</li> </ul> <p>1.3 Overboard Rescue:</p> <ul style="list-style-type: none"> <li>• Properly demonstrate one of the overboard rescue methods under sail, taking into account the boat's performance characteristics.</li> <li>• Properly demonstrate one of the overboard rescue methods under power, taking into account the boat's performance characteristics.</li> </ul> <p>1.4 Anchoring Techniques:</p> <ul style="list-style-type: none"> <li>• Demonstrate the proper use of an anchoring bridle, including its deployment, retrieval, and storage.</li> <li>• Demonstrate the use of two anchors off the bow.</li> </ul>

	<ul style="list-style-type: none"> <li>• Pick up and properly secure to a mooring from the bow.</li> <li>• Pick up and properly secure to a mooring from the stern.</li> </ul>
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## Range statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces.

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

Equipment required to carry out catamaran sailing.

## ASSESSMENT GUIDE

### Forms of assessment

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

### Assessment context

Application of competence is to be assessed in the workplace or simulated worksite and needs to occur using standard and authorized work practices, safety requirements and environmental constraints.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate possesses the knowledge and skills to:

- Perform maneuvering under power
- Perform the practical skills required for catamaran sailing
- Perform overboard rescue
- Perform anchoring techniques

### Assessment conditions

Competency must be assessed through:

- Observation with questioning
- Written or oral examination
- Interview
- Demonstration with questioning

## UNDERPINNING KNOWLEDGE AND SKILLS

Analyst groups might be advised to include Key Competencies and Levels in this section

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• the features of catamaran design, handling, and sailing performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Maneuvering under power</li> </ul>

<ul style="list-style-type: none"> <li>• advantages and disadvantages of typical catamaran accommodations.</li> <li>• the maneuvering differences between a single engine boat and a twin-engine boat.</li> <li>• the different arrangements of engine installations and their effects on maneuvering.</li> <li>• the limitations of visibility from the helm station on various designs. Explain how this affects docking procedures, crew responsibilities, and boat positioning.</li> <li>• the techniques needed to land at a dock with one engine inoperative.</li> <li>• the effect of apparent wind and how it leads to the need for repeated sail trim adjustments as the boat speed increases.</li> <li>• the importance of the use of the boom vang and/or traveler to maintain proper mainsail shape.</li> <li>• the differences in jibing, including proper control of the mainsail leech.</li> <li>• the lack of obvious cues for the need to reduce sail as the wind increases, and explain what cues are available.</li> <li>• vessel performance characteristics and how that affects overboard rescue maneuvers.</li> <li>• the need for an anchor bridle while using a single anchor off the bow.</li> <li>• the two most common arrangements of anchor bridles.</li> <li>• Explain the advantages and disadvantages of picking up a mooring from the bow versus stern.</li> </ul>	<ul style="list-style-type: none"> <li>• how to use twin engines to steer, pivot, and maneuver the boat in close quarters</li> <li>• the use of one engine while motor sailing or steaming.</li> <li>• maneuvering in reverse, in high winds, while in close quarters may be necessary.</li> <li>• the techniques for tacking, including proper steering throughout the maneuver.</li> <li>• various techniques for reducing sail area, including traditional and single line mainsail reefing.</li> <li>• person-in-water retrieval techniques.</li> <li>• the steps required to set two anchors off the bow.</li> <li>• the steps required to pick up a mooring from the bow and the stern.</li> </ul>
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## Unit 19

<b>UNIT TITLE</b>	Stand Up Paddle				
<b>DESCRIPTOR</b>	This unit includes competence in terms of knowledge and skills required to perform basic stand up paddle.				
<b>CODE</b>	TOU09S1U19V1	<b>LEVEL</b>	3	<b>CREDIT</b>	3

<b>ELEMENTS OF COMPETENCIES</b>	<b>PERFORMANCE CRITERIA</b>
1. Demonstrate the basic knowledge and skill of stand-up paddle	<ol style="list-style-type: none"><li>1.1 Introduction to the different parts and functions of the SUP board and paddle</li><li>1.2 Paddling techniques – forward stroke, back stroke and turning stroke</li><li>1.3 How to stand up on the board and body posture</li><li>1.4 Launching the SUP board from land into the sea</li><li>1.5 How to safely recover and get back up on the board after falling in the water</li><li>1.6 Hazards at sea and safety precautions</li></ol>

### Range statement

The Range Statements provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces.

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

Equipment required to perform stand up paddle.

## ASSESSMENT GUIDE

### Forms of assessment

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

### Assessment context

Application of competence is to be assessed in the workplace or simulated worksite and needs to occur using standard and authorized work practices, safety requirements and environmental constraints.

### Critical aspects (for assessment)

Assessment requires evidence that the candidate possesses the knowledge and skills to:

- to paddle with a beginner's SUP board
- Know the various parts and functions of the SUP board and paddle
- the basic paddling techniques and how to recover when you fall into the water

- Develop water confidence and understand the safety precautions when paddling at sea

### Assessment conditions

Competency must be assessed through:

- Observation with questioning
- Written or oral examination
- Interview
- Demonstration with questioning

## UNDERPINNING KNOWLEDGE AND SKILLS

Analyst groups might be advised to include Key Competencies and Levels in this section

<b>Underpinning Knowledge</b>	<b>Underpinning Skills</b>
<ul style="list-style-type: none"> <li>• different parts and functions of the SUP board and paddle</li> <li>• Hazards at sea and safety precautions</li> </ul>	<ul style="list-style-type: none"> <li>• Paddling techniques – forward stroke, back stroke and turning stroke</li> <li>• stand up on the board and body posture</li> <li>• Launch the SUP board from land into the sea</li> <li>• safely recover and get back up on the board after falling in the water</li> </ul>