



Technical and Vocational Education and Training Authority



National Competency Standard for Sportfishing Guide

Standard Code: FNAS01V1/20

Qualification Name: National Certificate III in Sportfishing Guiding
Qualification Code: FNAS01Q1L3V1/20

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 "Sportfishing 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	Adam Manik	Deputy Director General	Ministry of Fisheries, Marine Resources and Agriculture
02	Ali Hashim	Executive Director	Ministry of Tourism
03	Ahmed Shafiu	President	Dhivehi Masverin
04	Mohamed Unaish	Sports Fishing Guide	Maldives Free Diving Association
05	Ahmed Shaazil	Recreation Manager	Malahini Kuda Bandos

VERSION	DEVELOPER	DATE	STANDARD CODE
V1	Maldives Institute of Technology	27th September 2020	FNAS01V1/20

EMPLOYMENT SECTOR COUNCILS

#	Name	Designation	Organization
01	Adnan Ali	Board Director	Horizon Fisheries Pvt.Ltd
02	Ali Amir	Director of Agriculture Division	Ministry of Fisheries, Marine Resource and Agriculture
03	Mohamed Agleem	Treasurer	Dhivehi Masverin
04	Maizan Ahmed Manik	Chairman	Maldives Fisherman Association
05	Shafiya Naeem	Aquatic Pathologist	Maldives Marine Research Institute
06	Shiyana Mohamed	Labor Relation Officer	Ministry of Economic Development
07	Aishath Naaz	Deputy Director	Ministry of Youth, Sports and Community Empowerment
08	Ibsthiam Ibrahim Mohamed Didi	Director of SIMDI	SIMDI
09	Adam Manik	Deputy Director General	Ministry of Fisheries, Marine Resource and Agriculture


National Occupational Standard has been endorsed by:



Adnan Ali
Chairperson
Fisheries and Agriculture Employment Sector Council



Ali Amir
Vice-Chairperson
Fisheries and Agriculture Employment Sector Council



Adam Manik
Vice-Chairperson
Fisheries and Agriculture Employment Sector Council

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

Date of Endorsement: 27th September 2020

Date of Revision: NA

Standard Development Process

Sports Fishing 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.

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

Once the standard is finalized among the panel, after the recommendation this is later been submitted to the Fisheries and Agriculture Employment Sector Council. A brief report on how National Occupational Standard for Sports Fishing was developed is presented to the council. Council members then ensures that the industry need has been catered in the standard and once the standard full fills the recommendation the standard has been endorsed by the council.

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

Description of “Sports Fishing Guide Occupation”

Sports Fishing 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 good fishing points where visitors and locals can enjoy recreational fishing and the opportunity to perform fishing as a recreational activity is different and extremely entertaining.

Sports Fishing Guides will work with tourism establishments in teaching beginners to undertake fishing and at the same time, assisting newcomers to enjoy the fishing activities. Properly trained Sports Fishing Guides can elevate services provided from the tourism facilities and thus stimulate increase of tourist arrivals into the country but enriching their holidays with recreational fishing activities.

Job opportunities upon completion of “National Certificate-3 in Sports Fishing Guide”

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

1. *Sports Fishing Guide of local Guest Houses*
2. *Sports Fishing at local Resorts*
3. *Sports Fishing Trainer at Skills Training Institutions*
4. *Sports Fishing at the event hosting enterprises*

KEY FOR CODING

Coding Competency Standards and Related Materials

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

1. Endorsement Application for Qualification 01		
2. NATIONAL CERTIFICATE III IN SPORTS FISHING GUIDING		
3. Qualification code: FNAS01Q1L3V1/20		Total Number of Credits: 50
4. Purpose of the qualification This qualification describes the performance outcomes, skills and knowledge required to guide or lead participants on day or overnight fishing trips. This program focuses on the application of planning skills to make suitable arrangements to safely guide groups on fishing trips to reef and deep sea on.		
5. Regulations for the qualification		National Certificate III in Sports Fishing Guiding will be awarded to those who are competent in units 1+2+3+4+5+6+7+8+9+10+11
6. Schedule of Units		
Unit No	Unit Title	Code
Common Competencies		
01	Apply work ethics and professionalism	FNACM02V1/20
02	Provide effective customer care	FNACM05V2/20
03	Perform basic computer operations	FNACM06V2/20
04	Observe personal, work-place hygiene practices	FNAS01CR06V1/20
05	Practice effective workplace communication	FNACM04V2/20
06	Provide first aid	FNACM07V2/20
Core Competencies		
07	Interpret weather, tide and environmental conditions for sea-going recreational activities	FNAS01CR07V1/20
08	Apply basic survival skills of the passengers and crew in the event of emergencies and vessel abandonment	FNAS01CR08V1/20
09	Apply fishing skills for recreational purpose	FNAS01CR09V1/20
10	Comply with all the relevant laws and regulations in Maldives while at sea	FNAS01CR10V1/20
11	Guide Fishing Trips	FNAS01CR11V1/20
7. Accreditation requirements		The training provider should place trainees in relevant industry or sector to provide the trainees the hands-on experience exposure related to this qualification.
8. Recommended sequencing of units		As appearing under the section 06

Units Details

#	Unit Title	Code	Level	No of Credits
01	Apply work ethics and professionalism	FNACM02V1/20	III	03
02	Provide effective customer care	FNACM05V2/20	III	05
03	Perform basic computer operations	FNACM06V2/20	III	03
04	Observe personal, work-place hygiene practices	FNAS01CR06V1/20	III	04
05	Practice effective workplace communication	FNACM04V2/20	III	04
06	Provide first aid	FNACM07V2/20	III	04
07	Interpret weather, tide and environmental conditions for sea-going recreational activities	FNAS01CR07V1/20	III	05
08	Apply basic survival skills of the passengers and crew in the event of emergencies and vessel abandonment	FNAS01CR08V1/20	III	06
09	Apply fishing skills for recreational purpose	FNAS01CR09V1/20	III	05
10	Comply with all the relevant laws and regulations in Maldives while at sea	FNAS01CR10V1/20	III	05
11	Guide Fishing Trips	FNAS01CR11V1/20	III	06

Packaging of National Qualifications:

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

Qualification Code: FNAS01Q1L3V1/20

Competency Standard for Sports Fishing Guide

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 working as a Sports Fishing Guide. Besides ethical values, knowledge and skills also developed on maintaining integrity at work.				
CODE	FNACM02V1/20	LEVEL	III	CREDIT	03

ELEMENT OF COMPETENCIES		PERFORMANCE CRITERIA
1. Define the purpose of work	1.1 One's unique sense of purpose for working and the whys of work are identified, reflected on and clearly defined for one's development as a person and as a member of society. 1.2 Personal mission is in harmony with company's values.	
2. Apply work values/ethics	2.1 Work values/ethics/concepts are identified and classified in accordance with companies' ethical standard guidelines. 2.2 Work policies are undertaken in accordance with company's policies, guidelines on work ethical standard. 2.3 Resources are used in accordance with company's policies and guidelines. 2.4 Punctuality, absence from work, sick, family and annual leave is maintained alignment to the Employment Act of the Maldives	
3. Deal with ethical problems	3.1 Company ethical standards, organizational policy and guidelines on the prevention and reporting of unethical conduct/behavior are followed. 3.2 Work incidents/situations are reported according to company protocol/guidelines. 3.3 Resolution and/or referral of ethical problems identified are reported/documented based on standard operating procedure	
4. Maintain integrity of conduct in the workplace	4.1 Personal behavior and relationships with co-workers and/or clients are demonstrated consistent	

	<p>with ethical standards, policy and guidelines.</p> <p>4.2 Work practices are satisfactorily demonstrated and consistent with industry work ethical standards, organizational policy and guidelines.</p> <p>4.3 Instructions to co-workers are provided based on ethical lawful and reasonable directives</p>
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Range Statement

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

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

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

- ✓ Employment act of Maldives

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

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

Critical aspects (for assessment)

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

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

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge to be developed:</p> <ul style="list-style-type: none"> ✓ 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 	<p>Skills to be developed:</p> <ul style="list-style-type: none"> ✓ 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 companies' 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 Provide effective customer care					
DESCRIPTOR	This unit addresses the importance of caring for customers in the Fisheries industry, especially while working as a Sports Fishing 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	FNACM05V2/20	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 are 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
<p>Knowledge to be developed:</p> <ul style="list-style-type: none">✓ 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.	<p>Skills to be developed:</p> <ul style="list-style-type: none">✓ 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:<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">• 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	FNACM06V2/20	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
<p>Knowledge required:</p> <ul style="list-style-type: none">✓ 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	<p>Skills required:</p> <ul style="list-style-type: none">✓ 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 Observe personal, work-place hygiene practices					
DESCRIPTOR	This unit covers the knowledge, skills and attitudes required to observe workplace hygiene procedures and maintaining of 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.				
CODE	FNAS01CR06V1/20	LEVEL	III	CREDIT	04

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. Adequate level of personal cleanliness observed throughout the work 1.3. Effects of poor personal hygiene understood and avoided in all practices
2. Follow hygiene procedures	2.1 Workplace hygiene procedures followed in line with enterprise procedures and legal requirements 2.2 Eating, drinking, smoking, spitting, scratching or other such practices avoid while on the job 2.3 Hygiene standards of workplace maintained in line with enterprise procedures
3. Identify and avoid hygiene risks	3.1 Hygiene risks understood and avoided in line with general standards and guidelines 3.2 Legislations on hygiene understood and properly followed

Range of Statement

Roles and objectives of team include the following.

- ✓ Work activities in a team environment with enterprise or specific sector
- ✓ Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment

Sources of information include the following.

- ✓ Standard operating and/or other workplace procedures
- ✓ Job procedures
- ✓ Machine/equipment manufacturer's specifications and instructions
- ✓ Client/supplier instructions
- ✓ Quality standards

Tools, equipment and materials required may include:

- Nil -

ASSESSMENT GUIDE**Form of assessment**

- ✓ Assessment for the unit needs to be holistic and observed during assessment of other units of competency which forms the qualification.
- ✓ Any written or oral examinations may include questions related to hygiene, illness and personal grooming standard.

Assessment context

Assessment may be done in workplace or a simulated work environment.

Critical aspects

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:

- ✓ Maintaining adequate level of all aspects of personal hygiene and cleanliness
- ✓ Following cleaning procedures for effective cleaning of work areas
- ✓ Immediately reporting any symptoms of illness
- ✓ Undertaking routine medical checkups
- ✓ This unit may be assessed in conjunction with all and units which form part of the normal job role

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
<ul style="list-style-type: none">✓ Working knowledge of English language✓ Knowledge of national hygiene regulation regarding personal grooming standard and presentation✓ General knowledge of common terminologies used in hygiene including personal hygiene✓ Knowledge on general symptoms of different types of diseases✓ Detailed knowledge and importance of illness and injury reporting procedures	<ul style="list-style-type: none">✓ Interpersonal skills✓ Ability to follow procedures and instructions✓ Competent to work according to relevant hygiene regulations and procedures✓ Competent to work to meet requirements for personnel hygiene and hygienic practices✓ Communication skills✓ Interpersonal skills

UNIT TITLE Practice effective workplace communication					
DESCRIPTOR	This unit addresses the need for effective communication for Fisheries industry. It describes the ethics of communication and shows importance of selecting best method of communication during various situations. It also identifies barriers to communication and explains how to overcome them. This unit also describes how to use telephone; procedures for answering, transferring and holding calls, making outgoing calls and taking messages. In addition, it also highlights the need for cleaning telephone equipment.				
CODE	FNACM04V2/20	LEVEL	III	CREDIT	04

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Communicate with customers and colleagues	1.1. Proper channels and methods of communication used 1.2. Workplace interactions with customers and colleagues appropriately made 1.3. Appropriate non-verbal communication used 1.4. Appropriate lines of communication followed	
2. Participate in workplace meetings and discussions	2.1 Meetings and discussions attended on time 2.2 Procedures to expressing opinions and following instructions clearly followed 2.3 Questions asked and responded to effectively 2.4 Meeting and discussion outcomes interpreted and implemented correctly	
3. Handle relevant work-related documentation	3.1 Conditions of employment understood correctly 3.2 Relevant information accessed from appropriate sources 3.3 Relevant data on workplace forms and other documents filled correctly 3.4 Instructions and guidelines understood and followed properly 3.5 Reporting requirements completed properly	

4. Handle telephone	4.1 Procedures for taking messages and making outgoing calls followed correctly 4.2 Incoming calls answered correctly 4.3 Calls put on hold and transferred properly 4.4 Outgoing calls made efficiently 4.5 Communication in both English and Dhivehi demonstrated correctly
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Range Statement

Procedures included:

- ✓ Organizational hierarchy and reporting order
- ✓ Communications procedures
- ✓ Telephone handling procedures
- ✓ Non-verbal communication
- ✓ Interpersonal skills
- ✓ General attitude to customers, colleagues and work
- ✓ Conformity to policies and procedures

Tools, equipment and material used in this unit may include

- ✓ Telephone
- ✓ Note pads
- ✓ Pens
- ✓ Forms and formats related to inter-personal communication

ASSESSMENT GUIDE

Forms of assessment

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

Assessment context

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

Critical aspects (for assessment)

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

Assessment conditions

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

UNDERPINNING KNOWLEDGE AND SKILLS

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

UNIT TITLE Provide first aid					
DESCRIPTOR	This unit deals with the skills and knowledge required for 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. It is assumed the person providing first aid is working under supervision according to established first aid policies and procedures.				
CODE	FNACM07V2/20	LEVEL	III	CREDIT	04

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Assess the situation	<ul style="list-style-type: none"> 1.1. physical hazards and risks to personal 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 decides on actions required, promptly 1.4. Assistance sought from appropriate others, as required and at the appropriate time 	
2. Apply basic first aid techniques	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 3.1. back-up services appropriate to the situation identified and notified promptly 3.2. Information about the patient's condition conveyed accurately and clearly to emergency services personnel or health professionals 	

4. Prepare required documentation	<p>4.1. Documented emergency situations according to enterprise procedures</p> <p>4.2. Reports which are clear, accurate provided within required time frames</p>
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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 others 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

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

Forms of assessment

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

The following examples are appropriate for this unit:

- ✓ Practical demonstration of the use of commonly-used equipment and first aid supplies
- ✓ Explanation about management of a variety of common simulated injury situations

- ✓ Questions to test knowledge of injury situations, types of injury and management of injury situations
- ✓ Review of portfolios of evidence and third-party reports of performance of first aid by the candidate

Assessment context

This unit may be assessed in a simulated environment

Critical aspects (for assessment)

Assessment must ensure:

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

Assessment conditions

Assessment must ensure:

- ✓ Use of real first aid equipment
- ✓ Use of dummies

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<ul style="list-style-type: none"> ✓ 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. 	<ul style="list-style-type: none"> ✓ Assertiveness skills ✓ Communication skills ✓ Decision making ✓ Report preparation ✓ Provide first aid ✓ Provide various types of treatments ✓ Demonstrate the four-step process

UNIT TITLE Interpret weather, tide and environmental conditions for sea-going recreational activities					
DESCRIPTOR		This unit describes the performance outcomes, skills and knowledge required to collect information from a weather map, and tidal app. make forecasts, and record and interpret weather, tide and environmental information in a specific maritime location.			
CODE	FNAS01CR07V1/20	LEVEL	III	CREDIT	05

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

	<p>weather hazards in a marine environment.</p> <p>3.4 Identify characteristics of life-threatening weather hazards in a marine environment and their possible impact on recreational marine activities.</p>
4. Interpret tide, current, wave and wind directions and strength at a specific marine location	<p>4.4 Identify the times of high tide and low tide at a specific marine area</p> <p>4.5 Identify and read the wind direction and strength.</p> <p>4.6 Identify and read wave height, direction and the strength.</p> <p>4.7 Identify and read current direction and strength, and use this information for both fishing and safety purposes.</p>

Range Statement:

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

Conditions may include:

- ✓ cloud cover
- ✓ wind direction, speed and strength
- ✓ barometric pressure
- ✓ precipitation type and intensity
- ✓ wave direction and size
- ✓ sunshine trends and duration
- ✓ temperature range and intensity
- ✓ humidity trends.

Data may include:

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

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:

- ✓ sailing
- ✓ snorkelling
- ✓ personal water craft riding
- ✓ coastal land travel

Tools, equipment and materials required may include:

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

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

ASSESSMENT GUIDE

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

Forms of assessment

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

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

Critical aspects (for assessment)

Evidence of the following is essential:

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

Assessment conditions

Assessment must also ensure access to:

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

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge required:</p> <ul style="list-style-type: none"> ✓ 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 	<p>Skills required:</p> <ul style="list-style-type: none"> ✓ planning and organising skills to: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ 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: <ul style="list-style-type: none"> ▪ interpret and analyse weather and environment information ▪ record weather data patterns.

UNIT TITLE Apply basic survival skills of the passengers and crew in the event of emergencies and vessel abandonment					
DESCRIPTOR	This unit involves the skills and knowledge required to apply basic survival skills in the event of vessel emergencies and abandonment. This unit applies to people working in the maritime industry. In consultation with the Captain of vessel/speedboat, will assist all passengers and crews in their surviving efforts until all are brought to safety.				
CODE	FNAS01CR08V1/20	LEVEL	III	CREDIT	06

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Prepare to abandon vessel		1.1 Nature of emergency is determined to minimise potential dangers and threats 1.2 Muster and abandon vessel signals are responded to according to vessel safety procedures. 1.3 Facilitate communication of messages from captains to the travelling passengers and crews. 1.4 Survival equipment is organized to maximize chances of survival. 1.5 Assist in selecting best survival method for him and fellow passengers and crews in consultation with vessel's captain. 1.6 Relevant communication channels are used to report emergencies to MNDF and Marine Police. 1.7 Others are assisted to maximize their chances of survival
2. Determine operational safety requirements		2.1 Relevant maritime legislation is identified and implemented 2.2 Safety requirements for a range of near coastal vessels are identified, accessed and reviewed 2.3 Lifesaving and survival equipment required on board a near coastal vessel are accurately identified 2.4 Lifesaving equipment on board is checked and confirmed as serviceable 2.5 Lifesaving and survival equipment certificates and documentation are checked for validity 2.6 Vessel safety management systems (SMS) and plans are located, interpreted and applied

3. Practice survival techniques	<p>3.1 Determine the suitability and limitations of the activity in relation to the current local weather conditions and forecast.</p> <p>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</p> <p>3.3 Identify the weather conditions commonly associated with the onset of life-threatening weather hazards in a marine environment.</p> <p>3.4 Identify characteristics of life-threatening weather hazards in a marine environment and their possible impact on recreational marine activities.</p>
4. Apply survival techniques	<p>4.1 Lookout for vessels and aircraft is maintained and distress signals are released on sighting</p> <p>4.2 During an emergency, work is carried out collaboratively with other shipboard personnel and passengers as required</p> <p>4.3 During emergency and survival situations, appropriate communication skills and techniques are implemented</p> <p>4.4 Instructions given by rescue personnel to safely access rescue craft are followed</p>
5. Operate lifesaving and survival equipment	<p>5.1 Range of pyrotechnic and distress signals are operated according to established safety practice and procedures</p> <p>5.2 Survival equipment is operated according to instructions and accepted survival practice</p> <p>5.3 Survival radio equipment is operated according to manufacturer instructions and regulatory protocols</p> <p>5.4 Life jackets and other lifesaving equipment are operated and used according to the regulation of the respective authorities.</p>
6. Participate in abandon vessel drills	<p>6.1 Determine the suitability and limitations of the activity in relation to the current local weather conditions and forecast.</p> <p>6.2 Identify strategies to ensure the safety and well-being of individuals and or group in weather conditions according to relevant legislation and organisational policies and procedures</p> <p>6.3 Identify the weather conditions commonly associated with the onset of life-threatening weather hazards in a marine environment.</p> <p>6.4 Identify characteristics of life-threatening weather hazards in a marine environment and their possible</p>

	impact on recreational marine activities.
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Range Statement:

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Tools, equipment and materials required may include:

- ✓ applicable documentation, such as legislation, regulations, codes of practice, safety management systems, workplace procedures and operational manuals, including:
 - abandon vessel procedures
 - emergency procedures
 - information on the use of lifesaving equipment
 - instructions for the use of lifesaving and survival equipment
 - lifesaving and survival equipment certificates
- ✓ tools, equipment, machinery, materials and relevant personal protective equipment (PPE) currently used in industry.

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

Resources for assessment must include access to:

- ✓ applicable documentation, such as legislation, regulations, codes of practice, safety management systems, workplace procedures and operational manuals, including:
 - abandon vessel procedures
 - emergency procedures
 - information on the use of lifesaving equipment
 - instructions for the use of lifesaving and survival equipment
 - life-saving and survival equipment certificates

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)

Practical assessment must occur in a workplace, or realistic simulated workplace, under the normal range of workplace conditions. Simulations and scenarios may be used where situations cannot be provided in the workplace or may occur only rarely, in particular for situations relating to emergency

procedures and adverse weather conditions where assessment would be unsafe, impractical or may lead to environmental damage.

Assessment conditions

Assessment must also ensure access to:

- ✓ abandon vessel procedures
- ✓ emergency procedures
- ✓ information on the use of life-saving equipment
- ✓ instructions for the use of life-saving and survival equipment
- ✓ life-saving and survival equipment certificates

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge required:</p> <ul style="list-style-type: none"> ✓ appropriate techniques for: <ul style="list-style-type: none"> ▪ first aid ▪ maritime communication ▪ survival with a swamped, semi-submerged tender or dingy ▪ using survival equipment ✓ action to be taken in an emergency situation ✓ certificates and documentation, including: <ul style="list-style-type: none"> ▪ instructions for use of lifesaving equipment ▪ life-saving and survival equipment certificates ▪ pyrotechnic expiry dates ▪ record of inspection of equipment ✓ crew and passenger safety briefing ✓ construction, outfit and particular characteristics of various types of applicable survival equipment ✓ distress signals, their use and penalty for misuse ✓ emergency muster and abandon vessel signals ✓ emergencies that may lead to vessel abandonment ✓ established safety practice and procedures ✓ importance of being ready for any shipboard emergency, including initial actions for survival on vessel; 	<p>Skills required:</p> <ul style="list-style-type: none"> ✓ collecting, managing and interpreting information on the use of lifesaving equipment and procedures to be followed when order to abandon vessel is given ✓ communicating effectively with other personnel and passengers during simulated and/or actual abandon vessel musters and emergencies ✓ determining type and extent of emergency and appropriate survival action to be taken ✓ donning a life jacket in water and: <ul style="list-style-type: none"> ▪ assisting a survivor to don a lifejacket ▪ holding heat escape lessening posture for at least 5 minutes ▪ maintaining a group huddle for at least 10 minutes ▪ swimming in a group conga line for a minimum of 50 meters ▪ swimming in a life jacket for a minimum of 50 meters ▪ towing with a life jacket for a minimum of 25 meters ✓ ensuring behaviour reflects statutory requirements pertaining to lifesaving appliances ✓ operating radio equipment, including very high frequency (VHF) or high frequency (HF) radios

<p>abandonment</p> <ul style="list-style-type: none"> ✓ location of lifesaving appliances on a vessel and survival equipment ✓ maintenance of life-saving appliances ✓ person overboard combination light and smoke float ✓ purpose and use of relevant personal protective equipment (PPE) ✓ procedures for abandoning vessel, correctly operating and using life-saving appliances on board vessels and survival craft, specifically donning a lifejacket, using a life jacket light and whistle and using handheld pyrotechnics and emergency response on board vessels, including abandoning vessel 	<ul style="list-style-type: none"> ✓ operating and using life-saving and survival equipment, including orange smoke flares or red handheld flares, life buoys and life jacket or personal floatation devices. ✓ planning timing and sequence of individual survival actions to be appropriate to prevailing circumstances and conditions of emergency, and minimising potential dangers and threats to other survivors ✓ reading and interpreting instructions on emergency procedures, safety management systems (SMS) and plans ✓ remaining afloat without a life jacket for at least 5 minutes.
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UNIT TITLE Apply fishing skills for recreational purpose					
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to locate, attract and catch fish using appropriate methods. Recreational fishing activities are diverse and this unit is relevant to any type of fishing completed in any region or locality within different types of waters of Maldives.				
CODE	FNAS01CR09V1/20	LEVEL	III	CREDIT	05

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA	
1. Prepare to fish.	1.1 Determine target recreational species, identify their local habitat and select fishing locations suited to species. 1.2 Determine appropriate fishing technique for target species. 1.3 Select clothing, footwear and personal protective equipment suitable for conditions; fit and adjust for comfort and safety. 1.4 Confirm activity safety and emergency response procedures to ensure compliance during activities.		
2. Locate fish.	2.1 Read the water and hydrological features indicating fish habitat, identify signs of feeding activity and other indicators to determine likely location of fish. 2.2 Identify fishing spots by use of visual marks. 2.3 Use locator aids according to type of fishing and targeted species to assist with location of fishing spots. 2.4 Record visual sightings and other data for future use in relocating fishing spots.		
3. Attract and approach fish.	3.1 Attract target fish using methods that utilise fish sight, tactile, taste and olfactory senses. 3.2 Approach fish without alerting them. 3.3 Rig and present bait alive, dead, whole or in pieces to attract and catch fish, according to feeding preference of target species. 3.4 Rig and present lure or fly to attract and catch target species.		
4. Catch and land fish.	4.1 Deploy fishing rig using appropriate technique to present bait, lure or fly to target species. 4.2 Survey area for people present before casting to avoid injury. 4.3 Hold rod and reel securely and use casting technique suited to type of outfit to achieve accuracy and		

	<p>distance.</p> <p>4.4 Identify own casting errors and adjust technique.</p> <p>4.5 Monitor and evaluate performance of fishing rig, bait, lure, and make adjustments to optimize outcomes.</p> <p>4.6 Manage rig using species specific techniques; respond to bites and retrieve and land fish.</p> <p>4.7 Comply with permissions, recreational fishing and other regulations and codes of practice applicable to location.</p>
5. Handle fish.	<p>5.1 Identify dangerous species of fish and handle to minimise risk to self and others.</p> <p>5.2 De-hook fish using techniques appropriate to species.</p> <p>5.3 Handle and return undersized and unwanted fish to water humanely.</p> <p>5.4 Dispatch retained fish and use methods to keep catch in optimum condition.</p> <p>5.5 Handle and store live catch humanely and maintain in appropriate environmental conditions.</p>
6. Familiarize with fishing tools and equipment	<p>6.1 Familiarize with fishing tools and equipment including fishing gear and assistive equipment such as GPS, fish finder and all the basic equipment related to fishing trips.</p> <p>6.2 All the fishing tools and equipment are checked for serviceability according to manufacturer and workplace procedures</p> <p>6.3 Personal protective equipment (PPE) suitable for tools or equipment to be used is selected and checked for serviceability</p> <p>6.4 Tools and equipment, including PPE, are used according to manufacturer procedures and safety requirements</p>
7. Service, maintain and store fishing tools and equipment	<p>7.1 Tools and equipment are serviced, adjusted and maintained according to workplace and manufacturer schedules and procedures to ensure safe and accurate operation, within scope of own responsibility</p> <p>7.2 Damaged or worn tools and equipment are tagged and removed from the workplace for and reported according to workplace procedures</p> <p>7.3 Remaining tools and equipment are cleaned, checked and stored according to workplace procedures</p>

8. Develop information of fish and their fishing restrictions	8.1 Identify English and scientific names of most common fish in Maldivian seas. 8.2 Review all relevant fishery laws and regulations including environment laws and regulations 8.3 Develop knowledge and skills related to data reporting requirements under the fishery's regulations.
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Range Statement:

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

Tools, equipment and materials required may include:

Resources for assessment must include access to:

- ✓ Navigational equipment
- ✓ Fishing gear including fishing line, hooks, bait fish, lures, sinkers etc.
- ✓ Relevant items for fish handling such as ice box for preserving and knives and other items for fish handling
- ✓ first aid equipment
- ✓ communication equipment

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

Critical aspects (for assessment)

Assessment must ensure use of:

- ✓ clothing and footwear suitable for the conditions
- ✓ terminal tackle to suit the location, target species and type of fishing, and as permitted by regulations for the location
- ✓ fishing knives
- ✓ bait, lures and flies, as relevant to fishing style utilized
- ✓ organisational safety and emergency response procedures for fishing activities.

Assessment conditions

Assessment must also ensure access to:

- ✓ Fully operational vessel with all relevant gear to undertake fishing trip.

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge required:</p> <ul style="list-style-type: none"> ✓ organisational safety and emergency response procedures for fishing activities ✓ Source and interpret regulations and permission requirements for recreational fishing requirements. ✓ clothing and footwear suitable for fishing activities ✓ features and functions of life jackets suitable for fishing activities in different types of waters and how to fit and adjust these for comfort and safety ✓ dangerous fish species, their defining features and methods for safe handling ✓ how environmental factors affect preferred habitat, feeding behaviour and location of fish. ✓ breeding patterns, spawning cycles and effects on fish behaviour, migration and location ✓ migration patterns and during which seasons the species would be found in the local region ✓ predator and prey relationships and how they affect fish activity and location ✓ food sources and feeding habits ✓ preferred bait for catching the species ✓ fishing locations and best times to target fish species. ✓ aids used to locate fish and how these are used including charts, maps, binoculars, GPS, radars, fish aggregating devices and visual markers. ✓ deployment techniques to present bait, lures and flies to the target species in the most advantageous manner ✓ catch retrieval techniques which minimise stress to the fish and damage to the rig ✓ techniques used to handle and release unwanted fish to the water without damage ✓ methods for safely handling and de-hooking non-dangerous species 	<p>Skills required:</p> <ul style="list-style-type: none"> ✓ Familiarization with common and popular fishing points related to the locality of work. ✓ source, collect and present information in a portfolio or verbal report covering different species of fish found in the region ✓ for each of the species, include information on: basic anatomical features and linkages to preferred habitat, location and behaviour of fish ✓ evaluate environmental factors that affect preferred habitat and location of fish ✓ breeding patterns, spawning cycles and effects on fish behaviour, migration and location ✓ migration patterns and during which seasons the species would be found in the local region ✓ predator and prey relationships and how they affect fish activity and location ✓ food sources and feeding habits ✓ preferred bait for catching the species ✓ types of lure or fly, where applicable, suited to the species ✓ complete recreational fishing sessions ✓ use a rod reel for fishing activities ✓ use any other chosen method of fishing ✓ follow safety procedures while fishing ✓ comply with local regulations for recreational fishing activities ✓ utilise effective techniques suited to the target species, equipment and location ✓ locate and attract fish ✓ manage the rig, respond to bites and retrieve and land fish ✓ handle and release unwanted fish to the water without damage

UNIT TITLE Comply with all the relevant laws and regulations in Maldives while at sea					
DESCRIPTOR	This unit of competency advocates safe and sustainable management of recreational and commercial activities being performed across the seas, resulting minimal damage to the already vulnerable maritime eco system of the Maldives.				
CODE	FNAS01CR10V1/20	LEVEL	III	CREDIT	05

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA			
1. Identify list of marine protected areas of Maldives		1.1	Identify and list marine protected areas of Maldives		
		1.2	Explain specialties of these areas		
		1.3	Fisheries related Laws and Regulations on using these areas		
2. Comply and Contribute the work towards effective management of environment		2.1	Work is consistent with existing environment laws related to the safe usage of Maldivian seas		
		2.2	Work undertake is compliant to the environment law and its regulations		
		2.3	Problems and conflict are recognised and resolved or referred to appropriate person.		
3. Maintain and improve vessel environmental management		3.1	Risk assessments are conducted and appropriate control measures are identified and implemented according good practices of environmental management of seas.		
		3.2	Appropriate records and log book entries are made to assist the review of managing environmental protection measures		
		3.3	Potential hazards are identified, assessed and removed or reported according to organisational procedures		
		3.4	Recommendations arising from risk assessments are implemented within level of responsibility		
		3.5	Opportunities for improving environmental performance are identified and raised with appropriate personnel.		
4. Identify and comply with fisheries related laws and regulations including catching of prohibited birds		4.1	Identify all the relevant fisheries related Laws and Regulations		
		4.2	Comply with relevant and restricted fishing practices advocated through the fisheries related regulations of Maldives.		
		4.3	Comply with restrictions applied through Laws and Regulation on prohibition of catching birds.		

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. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Tools, equipment and materials required may include:

Resources for assessment must include access to:

- ✓ List of maritime protected sites of the Maldives and their functions
- ✓ Waste disposable procedures while at sea
- ✓ Fisheries related regulations related to fishing such as identification of endangered species of the Maldives

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

Critical aspects (for assessment)

Assessment must confirm the ability to:

- ✓ understand and explain list of protected sites, their locations and functions
- ✓ List of endangered species of Maldives and their handling techniques

Assessment conditions

Assessment must also ensure access to:

- ✓ Fully operational vessel with all relevant gear to undertake a trip across sea

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
Knowledge required: <ul style="list-style-type: none">✓List of marine protected sites, their locations and importance✓Regulation related to how these sites are	Skills required: <ul style="list-style-type: none">✓In locating the protected sites✓In identifying and handling of endangered species

<ul style="list-style-type: none"> operated ✓List of endangered species of the Maldives ✓Regulations for waste disposable while at sea ✓Log and record keeping for maritime vessels of the Maldives 	<ul style="list-style-type: none"> ✓In disposing waste while at sea
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UNIT TITLE Guide Fishing Trips					
DESCRIPTOR	This unit describes the performance outcomes, skills and knowledge required to guide or lead participants on day or overnight fishing trips. This unit focuses on the application of planning skills to make suitable arrangements to safely guide groups on fishing trips on lakes and or rivers in coastal and or offshore conditions.				
CODE	FNAS01CR11V1/20	LEVEL	III	CREDIT	06

ELEMENTS OF COMPETENCIES		PERFORMANCE CRITERIA
1. Plan fishing trip		1.1 Conduct relevant assessments to determine the condition of participants. 1.2 Develop a trip plan according to participant's needs, type of fishing, relevant legislation and organizational policies and procedures. 1.3 Select an appropriate fishing location for the trip according to participant's abilities, trip objectives, relevant legislation and organizational policies and procedures. 1.4 Identify hazards associated with the type of fishing and minimize risks to ensure safety of participants. 1.5 Access relevant sources to interpret detailed weather and environmental information to determine trip plan. 1.6 Determine food and water requirements according to principles of nutrition and contextual issues of the trip. 1.7 Obtain permits or permission for access where required, and inform appropriate authorities before commencing the fishing trip.
2. Select equipment for the group.		2.1 Select fishing equipment according to contextual issues and organizational policies and procedures, and check serviceability. 2.2 Rig and adjust equipment and ensure suitability to the participant and location. 2.3 Check safety and first aid equipment to ensure suitability to the group and the location.
3. Brief participants.		3.1 Communicate instructions and relevant information about the fishing trip in a manner suitable to the participants. 3.2 Outline logistical details and safety procedures for the trip. 3.3 Establish a suitable communication system for participants to use throughout trip. 3.4 Demonstrate correct fishing techniques according to the type of fishing and location. 3.5 Check and confirm participants are properly equipped for the trip.

4. Lead fishing trip.	4.1 Evaluate conditions and provide direction and advice to group during the trip. 4.2 Demonstrate techniques, where required, to safely and efficiently negotiate features of the fishing environment. 4.3 Monitor individual and group progress and provide appropriate feedback throughout. 4.4 Identify potential hazards and decide how they can be overcome or avoided. 4.5 Implement appropriate modifications to trip in regard to all variable factors that are monitored. 4.6 Respond to any emergency or non-routine situation, according to organisational policies and procedures.
5. Complete post trip responsibilities.	5.1. Notify relevant authority of trip completion. 5.2. Retrieve, inspect, repair and store equipment according to organisational policies and procedures. 5.3. Evaluate relevant aspects of fishing trip. 5.4. Identify potential areas of improvement for future fishing trips. 5.5. Review own performance and identify potential improvements.

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. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Condition of participants may include:

- ✓ Previous fishing experience
- ✓ Physical capabilities
- ✓ Age
- ✓ Injuries and illnesses.

Type of fishing trip may include:

- ✓ Reef or Deep Sea

ASSESSMENT GUIDE

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

Critical aspects for assessment

Evidence of the following is essential:

- ✓ Plans within activity constraints and guides and monitors group in a safe and professional manner
- ✓ Applies effective modifications and contingency management techniques to deal with a range of problems or variable factors that may arise during fishing trips
- ✓ 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 guiding of groups on multiple fishing trips in fishing locations that reflect local conditions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- ✓ Suitable fishing locations to guide participants
- ✓ Participants to take part in fishing trips
- ✓ A range of oceanic, offshore, fly, estuarine and freshwater fishing tackle and equipment
- ✓ Resources and information regarding participants and fishing site to plan, guide and document fishing trips 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 planning and guiding processes and interacting with participants, including conveying information for safe participation
- ✓ oral or written questioning to assess knowledge of the application of relevant legislation and organisational policies and procedures to enable safe conduct of all fishing activities throughout trip
- ✓ observation of dealing with contingencies such as changing weather conditions and equipment failure
- ✓ review of fishing trip plans

UNDERPINNING KNOWLEDGE AND SKILLS

UNDERPINNING KNOWLEDGE	UNDERPINNING SKILLS
<p>Knowledge required:</p> <ul style="list-style-type: none">✓ ensure protection of environment, fish and bird species✓ site specific information to assist in the planning process and enable management of potential hazards and any special restrictions applying to the area✓ equipment characteristics and technology used for specific types of fishing, and factors affecting appropriate selection, use and maintenance to enable safe conduct of	<p>Skills required:</p> <ul style="list-style-type: none">✓ communication skills to consult with participants to plan fishing trips that meet their needs✓ convey information about the safety and logistical aspects of trips✓ interact with participants to create a safe and positive environment✓ problem-solving skills to plan fishing trips according to participant's needs and abilities✓ make decisions about potential hazards that

<p>all activities</p> <ul style="list-style-type: none"> ✓ methods and techniques used to catch and handle various species of fish ✓ fish species available within specific aquatic habitats ✓ sources of weather and environmental information to ascertain possible conditions and their effect on the trip ✓ principles of nutrition to maintain health and energy during the fishing trip ✓ first aid, emergency and rescue procedures relevant to the location to ensure safety of self and others. 	<p>may affect trips</p> <ul style="list-style-type: none"> ✓ modify aspects of trips according to all variable factors and non-routine situations ✓ planning and organising skills to source, allocate and coordinate equipment and suitable fishing locations ✓ organise participants into manageable groups for fishing ✓ first aid, rescue and emergency response skills appropriate to the location to enable initial response and or rescue in emergencies.
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