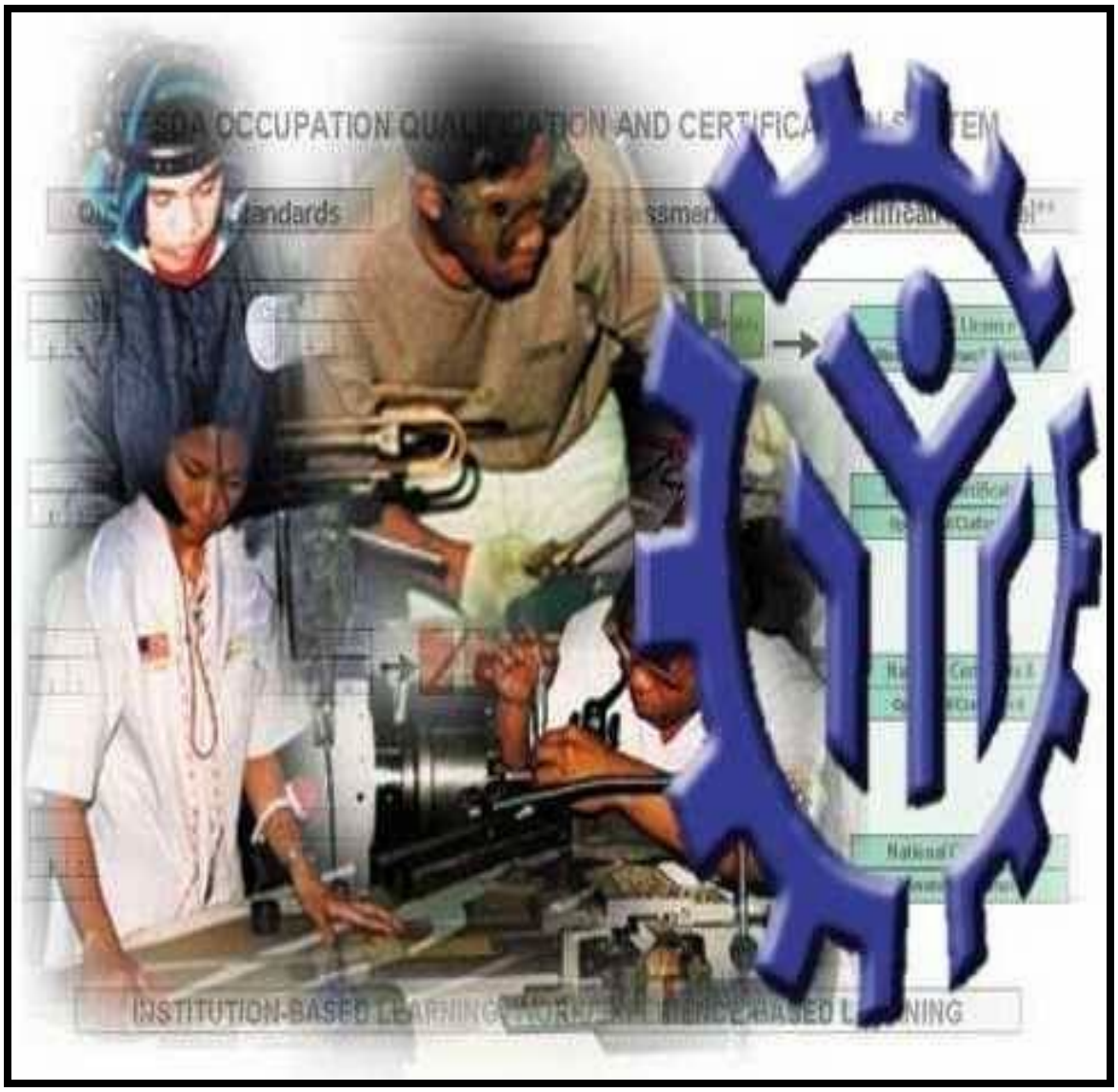
TRAINING REGULATIONS



LIFEGUARD SERVICES NC II

SOCIAL, COMMUNITY DEVELOPMENT AND OTHER SERVICES SECTOR

TECHNICAL EDUCATION AND SKILLS DEVELOPMENT AUTHORITY
East Service Road, South Superhighway, Taguig, Metro Manila

Technical Education and Skills Development Act of 1994
(Republic Act No. 7796)

Section 22, "Establishment and Administration of the National Trade Skills Standards" of the RA 7796 known as the TESDA Act mandates TESDA to establish national occupational skill standards. The Authority shall develop and implement a certification and accreditation program in which private industry group and trade associations are accredited to conduct approved trade tests, and the local government units to promote such trade testing activities in their respective areas in accordance with the guidelines to be set by the Authority.

The Training Regulations (TR) serve as basis for the:

1 Competency assessment and certification;
2 Registration and delivery of training programs; and
3 Development of curriculum and assessment instruments.

Each TR has four sections:

Section 1 Definition of Qualification - refers to the group of competencies that describes the different functions of the qualification.

Section 2 Competency Standards - gives the specifications of competencies required for effective work performance.

Section 3 Training Arrangements - contains information and requirements in designing training program for certain Qualification. It includes curriculum design, training delivery; trainee entry requirements; tools and requirements; tools and equipment; training facilities and trainer's qualification.

Section 4 Assessment and Certification Arrangements - describes the policies governing assessment and certification procedure

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TRAINING REGULATIONS FOR LIFEGUARD SERVICES NC II

SECTION 1 LIFEGUARD SERVICES NC II QUALIFICATION

The **LIFEGUARD SERVICES NC II** Qualification consists of competencies that a Lifesaver/Lifeguard/Rescuer must achieve to prevent and respond to drowning and other aquatic accidents mainly at still waters such as swimming pool in public recreation facilities, hotels, resorts and condominiums or homes. It covers basic skills in water safety, lifesaving and rescue at open water environments such as in rivers, lakes and beaches.

The Units of Competency comprising this Qualification include the following:

UNIT CODE	BASIC COMPETENCIES
500311105	Participate in workplace communication
500311106	Work in team environment
500311107	Practice career professionalism
500311108	Practice occupational health and safety procedures

UNIT CODE	COMMON COMPETENCIES
SOC541203	Demonstrate water safety
SOC541204	Perform resuscitation (CPR + ILCOR + After Care)
SOC541205	Provide emergency care (First Aid)
SOC541206	Perform lifeguarding hand and whistle signals

UNIT CODE	CORE COMPETENCIES
SOC541301	Perform water-based skills in a pool environment
SOC541302	Demonstrate non-contact rescue
SOC541303	Demonstrate contact water rescue
SOC541304	Perform Lifeguarding Scanning
SOC541305	Monitor water quality for swimming

A person who has achieved this Qualification is competent to be:

- ❑ **Aquatic Lifesaver / Lifeguard**
- ❑ **Pool Lifeguard**

SECTION 2 COMPETENCY STANDARDS

These guidelines are set to provide the Technical Vocational Education and Training (TVET) providers with information on the competencies and similar important requirements to consider when designing training programs for **LIFEGUARD SERVICES NC II.**

BASIC COMPETENCIES

UNIT OF COMPETENCY : PARTICIPATE IN WORKPLACE COMMUNICATION

UNIT CODE : 500311105

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required to gather, interpret and convey information in response to workplace requirements.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Obtain and convey workplace information	1.1 Specific and relevant information is accessed from ***appropriate sources*** 1.2 Effective questioning, active listening and speaking skills are used to gather and convey information 1.3 Appropriate ***medium*** is used to transfer information and ideas 1.4 Appropriate non- verbal communication is used 1.5 Appropriate lines of communication with supervisors and colleagues are identified and followed 1.6 Defined workplace procedures for the location and ***storage*** of information are used 1.7 Personal interaction is carried out clearly and concisely	• Procedure of gathering workplace information • Techniques in gathering information • Effective methods of conveying information • Written communication methods • Techniques in conveying communication • Different modes of communication • Organizational policies • Communication procedures and systems • Technology relevant to the enterprise and the individual's work responsibilities	• Gathering of workplace information skills • Sourcing of information skills • Sorting of information skills • Obtaining workplace information skills • Conveying workplace information skills • Gathering and providing information in response to workplace Requirements

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Participate in workplace meetings and discussions	2.1 Team meetings are attended on time 2.2 Own opinions are clearly expressed and those of others are listened to without interruption 2.3 Meeting inputs are consistent with the meeting purpose and established ***protocols*** 2.4 ***Workplace interactions*** are conducted in a courteous manner 2.5 Questions about simple routine workplace procedures and matters concerning working conditions of employment are asked and responded to 2.6 Meetings outcomes are interpreted and implemented	• Effective communication • Different modes of communication • Written communication • Organizational policies • Communication procedures and systems • Decorum in participating workplace meetings and discussions	• Participating skills in workplace meetings and discussions • Following simple spoken language • Completing work related documents • Estimating, calculating and recording routine workplace measures • Relating to people of social range in the workplace • Gathering and providing information in response to workplace Requirements
3. Complete relevant work related documents	3.1 Range of ***forms*** relating to conditions of employment are completed accurately and legibly 3.2 Workplace data is recorded on standard workplace forms and documents 3.3 Basic mathematical processes are used for routine calculations 3.4 Errors in recording information on forms/ documents are identified and properly acted upon 3.5 Reporting requirements to supervisor are completed according to organizational guidelines	• Methods of making/completing work related documents • Company standards and procedures in making work related documents • Effective communication • Different modes of communication • Written communication • Organizational policies • Communication procedures and systems • Technology relevant to the enterprise and the individual's work responsibilities	• Documenting skills • Report writing skills • Making/developing work related documents • Perform routine workplace duties following simple written notices • Completing work related documents • Estimating, calculating and recording routine workplace measures • Ability to relate to people of social range in the workplace

RANGE OF VARIABLES

VARIABLE	RANGE
1. Appropriate sources	1.1. Team members 1.2. Suppliers 1.3. Trade personnel 1.4. Local government 1.5. Industry bodies
2. Medium	2.1. Memorandum 2.2. Circular 2.3. Notice 2.4. Information discussion 2.5. Follow-up or verbal instructions 2.6. Face to face communication
3. Storage	3.1. Manual filing system 3.2. Computer-based filing system
4. Forms	4.1. Personnel forms, telephone message forms, safety reports
5. Workplace interactions	5.1. Face to face 5.2. Telephone 5.3. Electronic and two way radio 5.4. Written including electronic, memos, instruction and forms, non-verbal including gestures, signals, signs and diagrams
6. Protocols	6.1. Observing meeting 6.2. Compliance with meeting decisions 6.3. Obeying meeting instructions

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Prepared written communication following standard format of the organization 1.2. Accessed information using communication equipment 1.3. Made use of relevant terms as an aid to transfer information effectively 1.4. Conveyed information effectively adopting the formal or informal communication
2. Resource Implications	**The following resources <u>MUST</u> be provided:** 2.1. Fax machine 2.2. Telephone 2.3. Writing materials 2.4. Internet
3. Methods of Assessment	**Competency in this unit <u>MUST</u> be assessed through:** 3.1. Direct Observation 3.2. Oral interview and written test
4. Context for Assessment	Competency may be assessed individually in the actual workplace or through accredited institution

UNIT OF COMPETENCY : WORK IN TEAM ENVIRONMENT
UNIT CODE : 500311106
UNIT DESCRIPTOR : This unit covers the skills, knowledge and attitudes to identify role and responsibility as a member of a team.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Describe team role and scope	1.1 The ***role and objective of the team*** is identified from available ***sources of information*** 1.2 Team parameters, reporting relationships and responsibilities are identified from team discussions and appropriate external sources	• Company vision/mission statements • Company policies and employee code of conduct • Communication process • Team structure • Team roles • Group planning and decision making	• Communicating skills appropriately and consistent with the culture of the workplace • Adopting skills to team role and scope of responsibilities
2. Identify own role and responsibility within team	2.1 Individual role and responsibilities within the team environment are identified 2.2 Roles and responsibility of other team members are identified and recognized 2.3 Reporting relationships within team and external to team are identified	• Company vision/mission statements • Company policies and employee code of conduct • Communication process • Team structure • Team roles • Group planning and decision making • Methods and techniques of role and responsibility identification with a team	• Communicating skills appropriately and consistent with the culture of the workplace • Role and responsibility identification skills
3. Work as a team member	3.1 Effective and appropriate forms of communications are used and interactions undertaken with team members who contribute to known team activities and objectives 3.2 Effective and appropriate contributions are made to complement	• Approaches of interacting with team members • Types of communications used in effective interaction with team members • Methods of working as a team • Techniques in working as a team	• Team working skills • Communicating skills appropriately and consistent with the culture of the workplace • Skills in observing protocols when making reports • Using standard procedures when

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	team activities and objectives, based on individual skills and competencies and ***workplace context*** 3.3 SOP/Protocols in reporting are observed 3.4 Contribute to the development of team work plans based on an understanding of team's role and objectives and individual competencies of the members		making reports • Developing teamwork plans based on team's role and objectives

RANGE OF VARIABLES

VARIABLE	RANGE
1. Role and objective of team	1.1. Work activities in a team environment with enterprise or specific sector 1.2. Limited discretion, initiative and judgment maybe demonstrated on the job, either individually or in a team environment
2. Sources of information	2.1. Standard operating and/or other workplace procedures 2.2. Job procedures 2.3. Machine/equipment manufacturer's specifications and instructions 2.4. Organizational or external personnel 2.5. Client/supplier instructions 2.6. Quality standards 2.7. OSH and environmental standards
3. Workplace context	3.1. Work procedures and practices 3.2. Conditions of work environments 3.3. Legislation and industrial agreements 3.4. Standard work practice including the storage, safe handling and disposal of chemicals 3.5. Safety, environmental, housekeeping and quality guidelines

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1. Operated in a team to complete workplace activity 1.2. Worked effectively with others 1.3. Conveyed information in written or oral form 1.4. Selected and used appropriate workplace language 1.5. Followed designated work plan for the job 1.6. Reported outcomes
2. Resource Implications	**The following resources <u>MUST</u> be provided**: 2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place 2.2. Materials relevant to the proposed activity or tasks
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1. Observation of the individual member in relation to the work activities of the group 3.2. Observation of simulation and or role play involving the participation of individual member to the attainment of organizational goal 3.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork
4. Context for Assessment	4.1 Competency may be assessed in workplace or in a simulated workplace setting 4.2 Assessment shall be observed while task are being undertaken whether individually or in group

UNIT OF COMPETENCY : PRACTICE CAREER PROFESSIONALISM

UNIT CODE : 500311107

UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in promoting career growth and advancement.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Integrate personal objectives with organizational goals	1.1 Personal growth and work plans are pursued towards improving the qualifications set for the profession 1.2 Intra- and interpersonal relationships are maintained in the course of managing oneself based on performance ***evaluation*** 1.3 Commitment to the organization and its goal is demonstrated in the performance of duties	• Work values and ethics (Code of Conduct, Code of Ethics, etc.) • Company policies • Company operations, procedures and standards • Company mission/vision statements • Ways of integrating personal objectives with organizational goals	• Integrating skills of personal objectives with organizational goals • Pursuing personal growth and work plans • Demonstrating commitment to the organization and its goals • Intra and Interpersonal skills
2. Set and meet work priorities	2.1 Competing demands are prioritized to achieve personal, team and organizational goals and objectives. 2.2 ***Resources*** are utilized efficiently and effectively to manage work priorities and commitments 2.3 Practices along economic use and maintenance of equipment and facilities are followed as per established procedures	• Company policies • procedures and standards • Company and departmental goals and priorities • Managing priorities and commitments • Economic use and maintenance of equipment and facilities • Ways and means of practicing economic use and maintenance of equipment and facilities	• Setting skills of work priorities • Meeting with work priorities • Intra and Interpersonal skills • Communication skills

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
3. Maintain professional growth and development	3.1 ***Trainings and career opportunities*** are identified and availed of based on job requirements 3.2 ***Recognitions*** are sought/received and demonstrated as proof of career advancement 3.3 ***Licenses and/or certifications*** relevant to job and career are obtained and renewed	• Ways of identifying trainings and career opportunities • Techniques of seeking and receiving recognitions • Procedures of obtaining licenses and/or certifications relevant to the job	• Identifying trainings and career opportunities • Seeking recognitions are sought/received and demonstrated as proof of career advancement • Obtaining and renewing Licenses and/or certifications relevant to job and career

RANGE OF VARIABLES

VARIABLE	RANGE
1. Evaluation	1.2 Performance Appraisal 1.2 Psychological Profile 1,3 Aptitude Tests
2. Resources	2.1 Human 2.2 Financial 2.3 Technology 2.3.1 Hardware 2.3.2 Software
3. Trainings and career opportunities	3.1 Participation in training programs 3.1.1 Technical 3.1.2 Supervisory 3.1.3 Managerial 3.1.4 Continuing Education 3.2 Serving as Resource Persons in conferences and workshops
4. Recognitions	4.1 Recommendations 4.2 Citations 4.3 Certificate of Appreciations Commendations 4.6 Awards 4.7 Tangible and Intangible Rewards
5. Licenses and/or certifications	5.1 National Certificates 5.2 Certificate of Competency 5.3 Support Level Licenses 5.4 Professional Licenses

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Attained job targets within key result areas (KRAs) 1.2 Maintained intra - and interpersonal relationship in the course of managing oneself based on performance evaluation 1.3 Completed trainings and career opportunities which are based on the requirements of the industries 1.4 Acquired and maintained licenses and/or certifications according to the requirement of the qualification
2. Resource Implications	**The following resources <u>MUST</u> be provided:** 2.1 Workplace or assessment location 2.2 Case studies/scenarios
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Portfolio Assessment 3.2 Interview 3.3 Simulation/Role-plays 3.4 Observation 3.5 Third Party Reports 3.6 Exams and Tests
4. Context for Assessment	Competency may be assessed in the work place or in a simulated work place setting

UNIT OF COMPETENCY : **PRACTICE OCCUPATIONAL HEALTH AND SAFETY PROCEDURES**

UNIT CODE : **500311108**

UNIT DESCRIPTOR : This unit covers the outcomes required to comply with regulatory and organizational requirements for occupational health and safety.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Identify hazards and risks	1.1 ***Safety regulations*** and workplace safety and hazard control practices and procedures are clarified and explained based on organization procedures 1.2 ***Hazards/risks*** in the workplace and their corresponding indicators are identified to minimize or eliminate risk to co-workers, workplace and environment in accordance with organization procedures 1.3 ***Contingency measures*** during workplace accidents, fire and other emergencies are recognized and established in accordance with organization procedures	• Company workplace safety regulations • Industry hazard control practices and procedures • Internationally recognized OSH procedures and practices and regulations • PPE types and uses • Personal hygiene practices • Hazards/risks identification and control • Threshold Limit Value -TLV • OSH indicators • Organization safety and health protocol • Safety consciousness • Health consciousness	• Clarifying and explaining safety regulations and workplace safety and hazard control • Identifying hazards/risks in the workplace and their corresponding indicators • Recognizing contingency measures during workplace accidents, fire and other emergencies • Practice of personal hygiene • Interpersonal skills • Communication skills

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Evaluate hazards and risks	2.1 Terms of maximum tolerable limits which when exceeded will result in harm or damage are identified based on threshold limit values (TLV) 2.2 Effects of the hazards are determined 2.3 OSH issues and/or concerns and identified safety hazards are reported to designated personnel in accordance with workplace requirements and relevant workplace OSH legislation	• Methods of identifying terms of maximum tolerable limits • Hazard effects • Reporting methods on OSH issues/concerns • OSH procedures and practices and regulations • PPE types and uses • Hazards/risks identification and control • Threshold Limit Value -TLV • OSH indicators • Organization safety and health protocol • Safety consciousness • Health consciousness	• Identifying terms of maximum tolerable limits • Determining effects of hazards and risks • Reporting OSH issues and/or concerns • Identifying safety hazards • Hazards/risks identification and control skills • Interpersonal skills • Communication skills
3. Control hazards and risks	3.1 Occupational Safety and Health (OSH) procedures for controlling hazards/risks in workplace are consistently followed 3.2 Procedures for dealing with workplace accidents, fire and emergencies are followed in accordance with organization OSH policies 3.3 ***Personal protective equipment (PPE)*** is correctly used in accordance with organization OSH procedures and practices	• Ways of following Occupational Safety and Health (OSH) procedures for controlling hazards/risks in workplace • Ways of following procedures for dealing with workplace accidents, fire and emergencies • Types and use of personal protective equipment (PPE) • OSH procedures and practices and regulations • Methods and techniques in providing appropriate assistance in the event of a	• Following occupational health and safety (OSH) procedures for controlling hazards/risks in workplace • Following procedures for dealing with workplace accidents, fire and emergencies • Using correctly personal protective equipment (PPE) • Providing assistance in the event of a workplace emergency in accordance with

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	3.4 Appropriate assistance is provided in the event of a workplace emergency in accordance with established organization protocol	workplace emergency • Hazards/risks identification and control	established organization protocol
4. Maintain OSH awareness	4.1 ***Emergency-related drills and trainings*** are participated in as per established organization guidelines and procedures 4.2 ***OSH personal records*** are completed and updated in accordance with workplace requirements	• Participation procedures in emergency-related drills and trainings • Ways of completing and updating OSH personal records • OSH procedures and practices and regulations • OSH indicators	• Participating in emergency-related drills and trainings • Completing and updating OSH personal records

RANGE OF VARIABLES

VARIABLE	RANGE
1. Safety regulations	May include but are not limited to: 1.1 Clean Air Act 1.2 Building code 1.3 National Electrical and Fire Safety Codes 1.4 Waste management statutes and rules 1.5 Philippine Occupational Safety and Health Standards 1.6 DOLE regulations on safety legal requirements 1.7 ECC regulations
2. Hazards/Risks	May include but are not limited to: 2.1 Physical hazards – impact, illumination, pressure, noise, vibration, temperature, radiation 2.2 Biological hazards - bacteria, viruses, plants, parasites, mites, molds, fungi, insects 2.3 Chemical hazards – dusts, fibers, mists, fumes, smoke, gasses, vapors 2.4 Ergonomics 2.4.1 Psychological factors – over exertion/ excessive force, awkward/static positions, fatigue, direct pressure, varying metabolic cycles 2.4.2 Physiological factors – monotony, personal relationship, work out cycle
3. Contingency measures	May include but are not limited to: 3.1 Evacuation 3.2 Isolation 3.3 Decontamination 3.4 (Calling designed) emergency personnel
4. PPE	May include but are not limited to: 4.1 Mask 4.2 Gloves 4.3 Goggles 4.4 Hair Net/cap/bonnet 4.5 Face mask/shield 4.6 Ear muffs 4.7 Apron/Gown/coverall/jump suit 4.8 Anti-static suits
5. Emergency-related drills and training	5.1 Fire drill 5.2 Earthquake drill 5.3 Basic life support/CPR 5.4 First aid 5.5 Spillage control 5.6 Decontamination of chemical and toxic 5.7 Disaster preparedness/management
6. OSH personal records	6.1 Medical/Health records 6.2 Incident reports 6.3 Accident reports 6.4 OSH -related training completed

EVIDENCE GUIDE

1. Critical aspects of Competency	**Assessment requires evidence that the candidate:** 1.1 Explained clearly established workplace safety and hazard control practices and procedures 1.2 Identified hazards/risks in the workplace and its corresponding indicators in accordance with company procedures 1.3 Recognized contingency measures during workplace accidents, fire and other emergencies 1.4 Identified terms of maximum tolerable limits based on threshold limit value- TLV. 1.5 Followed Occupational Health and Safety (OSH) procedures for controlling hazards/risks in workplace 1.6 Used Personal Protective Equipment (PPE) in accordance with company OSH procedures and practices 1.7 Completed and updated OSH personal records in accordance with workplace requirements
2. Resource Implications	**The following resources <u>MUST</u> be provided:** 2.1 Workplace or assessment location 2.2 OSH personal records 2.3 PPE 2.4 Health records
3. Methods of Assessment	**Competency in this unit may be assessed through:** 3.1 Portfolio Assessment 3.2 Interview 3.3 Case Study/Situation
4. Context for Assessment	Competency may be assessed in the work place or in a simulated work place setting

COMMON COMPETENCIES

UNIT OF COMPETENCY : DEMONSTRATE KNOWLEDGE AND SKILLS ON WATER SAFETY

UNIT CODE : SOC541203

UNIT DESCRIPTOR : This unit covers knowledge, skills and attitude to be safe in and around waters of recreation venues or places of normal abode.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Implement the Aquacode	1.1 "Buddy system" is practiced on or near water. 1.2 ***Aqua code*** drills for staying afloat and waving if in trouble with water is applied in accordance with established standards. 1.3 Procedure in reaching out a stick or throwing a rope is demonstrated in accordance with Aqua code.	• **Trade Theory** o Understanding Water Safety o Definition of Drowning o Types of drowning victim o Safety consideration as a Lifesaver o Prevention of aquatic emergencies o Types of grabbing - Single grab - Double grab - Front grab - Back grab o The Principle of Aquacode - G- Go together - S- Stay afloat and wave - R- Reach to rescue • **Communications** o Oral and written communication • **Mathematics and Mensuration** o Depth of water o Distance to Safety o Length of Stick or Rope • **Safety Practices** o Environmental protection and concerns o Good grooming and personal	• Communication skills • Ability to stay afloat and wave one arm calmly when in trouble in the water. • Ability to reach out with a stick or a rope to rescue a conscious victim. • Comprehension skills • Ability to practice in-house safety procedure on environmental protection, good grooming and hygiene, occupational safety and health • Use of appropriate clothing for aquatic activity • Ability to prepare sun protection devices and fluids for rehydration • Ability to prepare mobile phone for use in any emergency. • Proper use and Safe keep of wet personal wears to include throw lines or ropes. • Ability to practice personal values in an aquatic environment

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		hygiene o Occupational Safety and Health Standards o Use clothing Appropriate for aquatic activities. o Use of sun Protection devices o Prepare fluids for Rehydration o Readied Mobile Phones to Access emergency services • **Codes and Regulations** o Aqua code by the International Life Saving • **Materials, Tools & Equipment: Uses, Specifications and Manuals** o Swim wear o Eye wear o Foot wear o Throw Line/Rope • **Values** o Self-esteem o Punctual/ Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	
2. Use identifiable clothing and outdoor protective	2.1 Wearing of red and yellow ***uniform*** is complied in accordance with ILS Lifesaving Position	• **Trade Theory** o Getting Ready for Aquatic Works o Sun Safety o ILS Medical	• Proper wearing of Uniform • Use sun protection devices such as standard hat,

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
devices	Statement – LPS 05. 2.2 ***Sun protection devices and topical solutions*** are utilized in accordance with the ILS Medical Position Statement MPS 02.	Position Statement MPS 02 on Sun Dangers for Lifeguards o ILS Lifesaving Position Statement: LPS 05 on Red and Yellow Lifeguard Uniform • **Communications** o Oral and written communication • **Mathematics and Mensuration** o Sunscreen Minimum specification: Broad spectrum, water resistant SPF 30+ Sunscreen for skin application o Standard workplace uniform color of Yellow (Pantone 136-137) and Red (Pantone 186C) o Recommended sun protection of Lifeguard o Uniform at UPF50 or 50+.Lifeguard Eyewear at 100% UV resistant EPF10 polarized Sunglasses o Shade Canopy / tent that block out UVR to 50% minimum • **Safety Practices** o Environmental protection and concerns o Good grooming and persona hygiene o Occupational Safety and Health Standards	sunglasses, tents and first aid bag. • Comprehension skills • Proper application of sunscreen in skins. • Proper use and Safe keep of wet personal wears to include uniforms, canopy or tents, first aid bag, throw lines or ropes. • Ability to practice in-house safety procedure on environmental protection, good grooming and hygiene, occupational safety and health • Ability to practice personal values in an aquatic environment

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		○ Use clothing appropriate for aquatic activities. ○ Use of sun protection devices ○ Prepare fluids for rehydration ○ Readied mobile phones to access emergency services • **Codes and Regulations** ○ ILS Medical Position Statement MPS-02 on Sun Dangers for Lifeguards ○ ILS Lifesaving Position Statement LPS- 05 on Red and Yellow Lifeguard Uniforms. • **Materials, Tools & Equipment: Uses, Specifications and Maintenance** ○ Red and Yellow Lifeguard Uniform ○ Swim wear ○ Eye wear ○ Foot wear ○ Canopy / Tent ○ Sunscreen ○ Fluids ○ Mobile Phones ○ First Aid Bag for aquatic activities • **Values** ○ Self-esteem ○ Punctual/ Time conscious ○ Environmental and pollution conscious ○ Flexible/ adaptable ○ Honest ○ Socially responsible ○ Dependable ○ Innovative ○ Alert ○ Systematic and	

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		organized o Committed o Creative o Patient o Determined	
3. Interpret standard water safety flags and signs	3.1 Hoisting of red over yellow ***flag*** or other water safety flags is practiced in any aquatic environment consistent with ISO 20712-1-2008. 3.2 Water safety ***signs*** are identified in line with Aquatic and Recreational Signage Style.	• **Trade Theory** o Application of Specific Water Safety and Beach Flags o Operation of Water Safety Flags o Standard Water o Safety Signs o Pool Signage o Regulatory Sign o Warning Signs o Information and o Permissive Signs o Tsunami Warning System • **Communications** o Oral and written communication • **Mathematics and Mensuration** o Mounting position of Flags o Size of Flag o Proper hoisting and taking down of flags o Flag-pole Anchorage. o Distance Factor for externally illuminated safety signs o Typeface for Text of Signage • **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards	• Proper hoisting of Red over Yellow or other water safety flags • Correct flag-pole anchoring o Application of specific Water Safety Flags o Red Flag o Yellow Flag o Red/Yellow Flag o Black/White Flag o Red/White Flag o Truncated o Orange Cone • Applied operation of water safety flags and poles • Ability to comprehend oral and written communication • Mounting position • Size of Flag • Hoisting and taking down of flags • Flag-poles Material • Inspection and maintenance of flags and flag-poles • Storage of flags • Comply with Pool Signage Depth Markings o Caution Shallow Water Sign o No Diving Sign o Beware Deep

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		• **Codes and Regulations** o ISO 20712-1-2008 on Water Safety Signs and Beach Safety Flags o National Aquatic and Recreational Signage Style by the Water Safety Council (AWSC) o Standards on Pool Signage • **Materials, Tools & Equipment: Uses, Specifications and Maintenance** o Storage of Flags o Flag-poles Inspection and Maintenance o Inspection and o Maintenance of Signage • **Values** o Self-esteem o Punctual/ Time conscious o Environmental and pollution conscious o Flexible / adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	Water Sign o Beware Sudden Drop Off Sign o Slippery when Wet Sign o Cleaning in Progress Sign o Poll Closed o Lane Closed o Advisory Signage • Ability to practice in-house safety procedure on environmental protection, good grooming and hygiene, occupational safety and health • Inspection, maintenance and storage of flags, flag-poles and signage • Ability to practice personal values in an aquatic environment
4. Spot dangers of different aquatic environments	4.1 Dangers brought by ***currents***, crumbling banks, uneven river beds and ***submerged obstacles*** in rivers, creeks and waterholes are recognized in accordance with ILS.	• **Trade Theory** o Dangers at different aquatic environments rivers, lakes, ponds, beaches, pools and home or condominium aquatic	• Detection of the presence of crumbling banks, uneven river beds and submerged obstacles in rivers, creeks and waterholes.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.2 Potential ***dangers in lakes, dams and lagoons*** are Identified in accordance with ILS. 4.3 Dangers of ***water bodies in farms, ponds, and swimming pool*** are detected in accordance with ILS. 4.4 Potential dangers in home aquatic environments are checked in accordance with ILS.	environment o Factors that vary water flow in river, lake, beach and ocean. o Factors that affect strength of current in river, lake, beach and ocean. o Stay safe practices: rivers, lakes, ponds, beaches, pools and home or condominium aquatic environment. • **Communications** o Oral and written Communication • **Mathematics and Mensuration** o Rivers - Water Volume - Width and Depth of river. - Rate of Drop In river bed - Heavy rainfall - Water release from dams or storage areas. - Tidal changes - Crossing river Waters o Lakes and Dams - River entry points - Cold Water - Waves o Farm Ponds - Depth of water at farm dams - Cold water and strong current at Irrigation channels due to pumps - Water tanks, troughs and fish ponds not designed for swimming.	• Ability to identify whirlpool in the water and reverse currents near the riverbank, rocks or semi-submerged obstacle. • Ability to recognize strong current (Swift Water) at river entry points of lakes, dams and lagoons. • Ability to distinguish presence of cold water caused by high altitude, deep water or cold mountain stream, avoiding sudden immersion that can cause distress and shock. • Ability to Notice the moderate size waves that often are close together and can be difficult to swim past when they have broken. • Ability to detect strong currents (Swift Water) caused by irrigation pumps and channels in ponds or farms. • Ability to distinguish in farm ponds as not for swimming area: The farm dams, water tanks, water troughs and buckets. • Ability to differentiate plunging wave, spilling wave and surging wave in beach and ocean.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		○ Beach and Ocean - Waves - Plunging Wave - Spilling Wave - Surging Wave - Currents - Runback Currents - Rips ○ Public/Home Condo) Pools - Varied Water Depths - Unfenced Home Pools - Slippery Surfaces - Uncovered spa bath and buckets filled with liquid. - Fish ponds in gardens • **Safety Practices** ○ Environmental protection and concerns ○ Good grooming and personal hygiene ○ Occupational Safety and Health Standards • **Codes and Regulations** ○ Stay Safe Guidelines for different aquatic environments • **Materials, Tools & Equipment: Uses, Specifications and Maintenance** ○ Swimming and Lifesaving Handbook • **Values** ○ Self-esteem ○ Punctual/ Time conscious ○ Environmental and pollution conscious ○ Flexible/ adaptable	• Ability to differentiate tidal current, runback current and rips at beach and ocean. • Ability to hoist a red flag “No Swim in rip area” when a rip current is recognize. • Ability to check for good conditions of fences, barriers and gates of public and home (condominium) pools. • Ability to safe keep hazard materials and pool equipment before allowing swimmers and bathers in pools. • Ability to monitor weather Forecasts to include low tide and high tide situation. • Ability to avoid swim in water crossings point caused by high tides and swift water down pour at rivers or floods. • Ability to comprehend oral and written communication • Ability to practice in-House safety procedure on environmental protection, good grooming and hygiene, occupational safety and health

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		○ Honest ○ Socially responsible ○ Dependable ○ Innovative ○ Alert ○ Systematic and organized ○ Committed ○ Creative ○ Patience ○ Determined	• Ability to practice personal values in an aquatic environment
5. Follow safety guidelines of different aquatic activities	5.1 Swimming ***guidelines for swimming pools*** are implemented in accordance with ILS. 5.2 ***Guidelines for swimming in beaches*** are implemented in accordance with ILS. 5.3 ***Guidelines for swimming in waves*** are implemented in accordance with ILS. 5.4 ***Guidelines for swimming at a river*** are implemented in accordance with ILS. 5.5 ***Guidelines for safe fishing*** are implemented in accordance with ILS. 5.6 ***Guidelines for safe watercraft*** recreation are implemented in accordance with ILS. 5.7 ***Guidelines for safe surfing*** are implemented in accordance with ILS. 5.8 ***Guidelines for safe recreational diving and snorkeling*** are implemented in accordance with ILS. 5.9 ***Guidelines for the conduct of water safety education and programs*** in accordance with Water Safety Handbook are implemented.	• **Trade Theory** ○ Safety Guidelines of Different Aquatic Activities - Swimming at Swimming Pools - Swimming at Beaches - Swimming in Waves - Swimming at Rivers - Safe Fishing - Safe Watercraft Recreation - Safe Surfing - Safe Recreational Diving and Snorkeling - Conduct of Water Safety Education and Programs • **Communications** ○ Oral and written Communication • **Mathematics and Mensuration** ○ Orientate body at an angle to the current flow, facing upstream as a technique to survival swimming at river. ○ Swim parallel with the waves when	• Implementation of safety guidelines for different aquatic activities: ○ Swimming at Swimming Pools ○ Swimming at Beaches ○ Swimming in Waves ○ 5Swimming at Rivers ○ Safe Fishing ○ Safe Watercraft Recreation ○ Safe Surfing ○ Safe Recreational Diving and Snorkeling ○ Conduct of Water Safety Education and Programs • Ability to comprehend oral and written communication ○ Ability to swim by orienting body at an angle to current flow, facing upstream for survival at river. • Ability to swim parallel with the waves to escape a rip current.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		caught in a rip current, returning to the shore of the beach through the breaking waves. o Float and wave, if unable to escape from the rip. o For swimming in waves, strength is needed to break through a wave and gain as much distance before the next wave. o Appropriate PFDs / harness are worn during beach or rock fishing. • **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene • **Occupational Safety and Health** Standards o Choosing and Wearing of Appropriate PFD • **Codes and Regulations** o Standards PFD Classification: Type 1 to 3. • **Materials, Tools & Equipment: Uses, Specifications and Maintenance** o Parts and functions of Personal Flotation Devices (PFDs) o Proper cleaning and stowing of PFDs o PFDs storage and proper safekeeping for	• Ability to float and wave inside a rip current (simulating inability to escape a rip) person • Get in and out of the water while wearing a PFD. • Utilize and maintain PFDs • Practice personal values in an aquatic environment

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		easy pullout / use • **Values** o Self-esteem o Punctual/ Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patience o Determined	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Aqua Code	May refer to but not limited to: 1.1 GSR Aqua code: Go together, Stay afloat and wave and Reach to rescue. 1.2 P3R concept in lifesaving practice: Prevention, Recognition, Rescue and Recovery. 1.3 STAR Rescue Guide by RNLI: Stop, Think, Act and Review. 1.4 RCS2 Swimming Rescue components by the USLA: Recognize and Respond, Contact and Control, and Signal and Save. 1.5 ILS Medical Position Statement MPS13 on Aquatic Disasters: Prevention, Rescue, Health Management and Debriefing.
2. Uniforms	May refer to but not limited to : 2.1 Wearing visible, identifiable and international consistent workplace uniform of Yellow (Pantone 136-137) and Red (Pantone 186C) are encouraged to Aquatic Safety providers. 2.2 Ideally, upper body clothing (shirts, jacket, etc.) will be yellow and lower body clothing (swimsuit, shorts, pants etc.) in Red. 2.3 A set of Uniform should comprise of 2.3.1 Swimwear 2.3.2 Shirt (long sleeves are preferred for outdoor work to maximize sun protection) 2.3.3 Pants (long legged pants are preferred for outdoor work to maximize sun protection) 2.3.4 Hat (a broad brim is preferred for outdoor work to maximize sun protection). Where peaked caps are used, there should be an attachment at the sides and rear which provides cover for the ears and neck. 2.3.5 Polarized sunglasses for outdoor work. 2.4 Clothing should allow protection from extreme temperatures (lightweight in predominantly hot environments, heavy weight in predominantly cold environments). 2.5 Uniform should provide sun protection with recommended UPF50 or 50+. 2.6 Organizations responsible are encouraged to provide Uniforms. Uniforms are maintained in good condition and are worn at all times the lifesaver is on duty. 2.7 Uniforms should have words prominently displayed that would lead the user of the aquatic venue to believe the person wearing the uniform is a lifesaver or a lifeguard. The words should be bold, in a contrast color and a minimum of 65mm in height. 2.8 Cool/cold weather areas, lifesavers may need special protective clothing such as thermal coats and wet/thermal suits. Where appropriate these clothing should be red and yellow. 2.9 In certain conditions, colors red and yellow are applied to other special protective items such as “Stinger” suits to

VARIABLE	RANGE
	protect against dangerous marine creatures, footwear due to extreme hot or cold and rough ground conditions, lifejackets and helmets
3. Sun protection devices	May include: 3 1 Spectrum, water resistant SPF 30+ Sunscreen applied generously on all clean, dry, exposed skin 20 minutes before going outdoor 3.2 100% UV resistant EPF 10 polarized Sunglasses with side that does not obscure peripheral vision 3.3 Shade Canopy / tent that block out UVR to 50% minimum.
4. Flags	May include: 4.1 Red and Yellow Flag hoisted at lifeguard stand indicating Pool is supervised by Lifeguard. 4.2 Red Flag hoisted indicating No Swim instruction to guests.
5. Signs	May include : 5.1 Regulatory Symbols 5.2 Warning Symbols 5.3 Information Symbols 5.4 Permissive Symbols 5.5 Regulatory, Permissible and Safety symbols 5.6 HazChem Symbols
6. Currents	May include: 6.1 Factors that causes variable water flow 6.1.1 Flooding 6.1.2 Projecting Headlands 6.1.3 Islands 6.1.4 Winding River Course 6.1.5 Hazards like debris, submerged trees or rocks. 6.2 Factors that contribute to strength of current 6.2.1 Volume of water 6.2.2 Width and Depth of the River 6.2.3 Rate of drop in the river bed 6.2.4 Heavy rainfall 6.2.5 Release of Water from storage areas or dams 6.2.6 Tidal changes
7. Submerged obstacles	May include: 7.1 Trees 7.2 Branches 7.3 Rocks 7.4 Discarded rubbish
8. Dangers in lakes, dams and lagoons.	May include: 8.1 River entry points 8.2 Cold water 8.3 Waves
9. Water bodies in farms or ponds	May include: 9.1 Farm dams 9.2 Irrigation channels 9.3 Water Troughs 9.4 Post Holes 9.5 Water Tanks

VARIABLE	RANGE
10. Dangers in beach and ocean	May include: 10.1 Waves in Open Water 10.1.1 Plunging wave 10.1.2 Spilling wave 10.1.3 Surging wave 10.2 Currents in Open Water 10.2.1 Tidal Currents 10.2.2 Runback Currents 10.2.3 Rip Currents
11. Potential dangers in swimming pool	May include: 11.1 Large crowds with young children, elderly people or inexperienced swimmers 11.2 Slippery surfaces around edges. 11.3 Varied depths of water in the pool.
12. Home aquatic Environment	May include: 12.1 Unfenced Home Pools 12.2 Gates and Barriers left open allowing easy access to a pool 12.3 Uncovered SPA baths 12.4 Buckets or pails filled with liquids 12.5 Fish ponds in gardens which may attract unsupervised children 12.6 Bath Tubs filled with water or with plug left in 12.7 Toilets with open or accessible lids
13. Guidelines for swimming at swimming pools	May include: 13.1 Reading of Signs 13.2 Obeying lifeguards 13.3 Diving only where water is deep 13.4 Staying in shallow water when not a strong swimmer.
14. Guidelines for swimming at the beach	May include: 14.1 Swim only at patrolled beaches and stay between Red/Yellow flags. 14.2 Identify a reference point on the beach to avoid drifting too far from swimming area. 14.3 Check with lifeguards if unsure of swimming conditions. 14.4 Make sure on sound knowledge of waves, rips and currents if swimming on surf waters. 14.5 Leave water immediately when instructed by lifeguards 14.6 Swimming after dark means that you cannot be seen if in difficulty. 14.7 Swim parallel to the waves if caught in a rip current. 14.8 Float and Wave, if unable to escape from the rip.
15. Guidelines for swimming in waves	May include: 15.1 Dive towards the bottom just before the wave arrives. 15.2 Hold unto the bottom with both hands 15.3 Bring down the feet and place them on the bottom. 15.4 Push off the bottom back to the surface on the seaward side of the wave. 15.5 Swim until next wave arrives and then repeat action.
16. Guidelines for swimming at a river	May include: 16.1 Being careful not to stand on an overhanging bank 16.2 Checking the presence and strength of current before entering the water 16.3 Spreading the body's weight by lying flat on the surface, if

VARIABLE	RANGE
	trapped in deep mud. 16.4 Float feet first in a half-sitting position, if caught by a fast-flowing river or swift water drains. 16.5 Angle (45 Degrees) into the current and swim so that you are pushed across to the edge, if caught by a current.
17. Guidelines for safe Fishing	May include: 17.1 Guidelines for Beach Fishing 17.2 Guidelines for Rock Fishing 17.3 Guidelines for Boat Fishing 17.4 Guidelines for Fishing on the bank of lake or river.
18. Guidelines for safe watercraft recreation	May include: 18.1 Guidelines for Safe Boating 18.2 Guidelines for Power Boats and Jet Skis 18.3 Guidelines for Canoeing and Kayaking 18.4 Choosing and Using PFDs
19. Guidelines for safe surfing	May include: 19.1 Surfing always at patrolled beaches and designated surfing area. 19.2 Obeying lifeguards 19.3 Never surf after consuming alcohol.
20. Guidelines for safe recreational diving and snorkeling	May include: 20.1 Plan your dive before entering water, if a qualified diver. 20.2 Practice all signals and emergency procedures 20.3 Maintain a thorough logbook of dives 20.4 Always take and use dive flags to enable others to see where you are diving. 20.5 Test your Equipment and wear appropriate clothing and protection for the dive duration. 20.6 Tell someone where you are going and your estimated time of return. 20.7 Snorkel in shallow, protected waters.
21. Guidelines for the conduct of water safety programs	May include: 21.1 Infant Aquatics 21.2 Swim and Survive Program 21.3 Junior Lifeguard Clubs 21.4 Bronze Rescue

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate:** 1.1 Demonstrated knowledge on aqua code, use of proper uniform and sun protection and the dangers of different aquatic environments 1.2 Received and acted on messages and instruction of standard water safety signage. 1.3 Demonstrated swim competency based on swimming guidelines at the pool, beach, river and surf. 1.4 Demonstrated water safety knowledge for fishing, water craft, surfing, recreational diving and snorkeling.
2. Resource implications	**The following resources <u>MUST</u> be provided:** 2.1 Recognized Uniform 2.2 Swimming Pool 2.3 Alternative aquatic locations where pools are not available.
3. Method of assessment	**Competency in this unit may be assessed through:** 3.1 Direct Observation 3.2 Oral interview 3.3 Written Evaluation 3.4 Third Party Report
4. Context of assessment	Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.

UNIT OF COMPETENCY : **PERFORM RESUSCITATION (CPR + ILCOR + After Care)**

UNIT CODE : **SOC541204**

UNIT DESCRIPTOR : This unit covers competency in resuscitation administration to victim prior to arrival of appropriately qualified personnel.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Recognize the function of human respiratory system	1.1 ***Respiratory system*** is discussed in accordance with the Handbook on Swimming and Lifesaving. 1.2 Composition of air and gas exchange process in the respiratory system is discussed in accordance with the Handbook on Swimming and Lifesaving. 1.3 Pathway of air through respiratory system is discussed the in accordance with the Handbook on Swimming and Lifesaving. 1.4 Mechanics of breathing during inspiration and expiration is demonstrated in accordance with the Handbook on Swimming and Lifesaving.	• **Trade Theory** o Function of human respiratory system o Importance of oxygen to the cells of the brain, heart and lungs. • **Communications** o Oral and written communication • **Mathematics and Mensuration** o Design and functioning of Respiratory System o Volume of air intake through the mouth • **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards o Regular practice to maintain resuscitation skill • **Codes and Regulations** o All Resuscitation Guidelines consistent with protocols by Resuscitation Council (ARC). • **Materials, Tools &Equipment: Uses, Specifications and Maintenance** o Illustration of Air Composition during Inspiration and Expiration o Illustration on Trachea and Alveoli	• Discuss how oxygen is transported to the cells and how carbon dioxide is removed from the cells by respiratory system (in conjunction with circulatory system), • Start resuscitation as soon as possible after normal breathing has stopped, whatever the cause. • Comprehend oral and written communication • Perform clearing and maintaining open airway by head tilting and chin lifting. • Practice in-house safety procedure on environmental protection, good grooming and hygiene, occupational safety and health • Access Handbook on Resuscitation for immediate reference on human respiratory system • Monitor maintenance system for multimedia illustrations of human respiratory system • Practice personal values in classroom and in an aquatic environment

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		functions. ○ Illustration on ○ exchange of gases at alveolus through bronchioles. ○ Illustration on air route to the lungs • **Values** ○ Self-esteem ○ Punctual/ ○ Time conscious ○ Environmental and pollution conscious ○ Flexible/ adaptable ○ Honest ○ Socially responsible ○ Dependable ○ Innovative ○ Alert ○ Systematic and organized ○ Committed ○ Creative ○ Patient ○ Determined	
2. Determine the function of human circulatory system	2.1 Parts of the ***heart*** is discussed in accordance with the Handbook on Swimming and Lifesaving. 2.2 Circulatory system is discussed in accordance with the Handbook on Swimming and Lifesaving. 2.3 Functions of ***blood vessels*** and components of the ***blood*** in line with Swimming and Lifesaving Manual on Resuscitation.	• **Trade Theory** ○ Function of human circulatory system • **Communications** ○ Oral and written communication • **Mathematics and Mensuration** ○ Design and Functioning of Circulatory System ○ Position of the heart with respect to the chest and sternum. • **Safety Practices** ○ Environmental protection and concerns ○ Good grooming and personal hygiene ○ Occupational Safety and Health Standards ○ Regular practice to maintain resuscitation skill	• Discuss how the body cells are enabled to be supplied with oxygen and glucose by circulatory system • Start resuscitation as soon as possible after normal breathing has stopped, whatever the cause. • Comprehend oral and written communication • Locate CPR compression point. • Practice in-House safety procedure on environmental protection, good grooming and hygiene, occupational safety and health

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		• **Codes and Regulations** o All Resuscitation Guidelines consistent with protocols by Resuscitation Council (RC) • **Materials, Tools & Equipment: Uses, Specifications and Maintenance** o Illustration on Thoracic Cage o Illustration of the Heart. • **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	• Access Handbook on Resuscitation for immediate reference on human circulatory system. • Monitor maintenance system for multimedia illustrations of human circulatory system • Practice personal values in classroom and in an aquatic environment
3. Apply resuscitation	3.1 Circumstance /s that led to ***respiratory failure*** is assessed in accordance with the Handbook on Swimming and Lifesaving. 3.2 ***Resuscitation Action Plan*** (***DRSABCD***) is performed in accordance with the Handbook on Swimming and Lifesaving.	• **Trade Theory** o Different circumstances of respiratory failure o The Signs of Life o The Chain of Survival o Resuscitation Action Plan (DRSABCD) o CPR techniques including modification for infants • **Communications** o Oral and written communication • **Mathematics and Mensuration** o Rhythm of 30	• Ability to detect early the Cause of Respiratory Failure • CPR Applied Resuscitation Action Plan (DRSABCD) • Comprehend oral and written communication • Practice in-House safety procedure on environmental protection, good grooming and hygiene, occupational safety and health

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		Compression Is 5 such cycles will be completed every 2 minutes. o Two (2) breaths of Rescue Breathing o Depth of compression for casualties, irrespective of age, should be 1/3 of the chest. • **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards o Regular practice to maintain resuscitation skill • **Codes and Regulations** o All Resuscitation Guidelines consistent with protocols by Resuscitation Council (RC) o Handbook for Swimming and Lifesaving on Resuscitation • **Materials, Tools & Equipment: Uses, Specifications and Maintenance** o Resuscitation Anne practice Manikin o Resuscitation Mask for Mouth- to-mask rescue breathing o Rubber Gloves to avoid contact with blood and other body fluids. o Guidelines for cleaning manikins o Illustration of Resuscitation Flow Chart	• Access Handbook for Swimming and Lifesaving on Resuscitation. • Monitor maintenance system for multimedia illustrations on Resuscitation • Cleaning and maintaining manikins • Wearing mask/Using correctly personal protective equipment (PPE) • Practice personal values in classroom and in an aquatic environment

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		• **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	
4. Follow after care procedures to drowning victim	4.1 Victim is maintained in ***recovery position*** after determining signs of life in accordance with ILS as specified in the Handbook on Swimming and Lifesaving. 4.2 ***General after care*** procedures is applied in accordance with ILS as specified in the Handbook on Swimming and Lifesaving. 4.3 Transport of victim to hospital by ambulance or any other vehicle is initiated and ***use of oxygen*** to victim by qualified lifeguards is assisted in accordance with ILS as specified in the Handbook on Swimming and Lifesaving.	• **Trade Theory** o Casualty Monitoring o General After Care Guidelines o Transportation of Victim o Use of Oxygen • **Communications** o Oral and written communication • **Mathematics and Mensuration** o Position angle done for effective recovery position • **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards o Regular practice to maintain resuscitation skills • **Codes and Regulations** o Guidelines for General After Care as per Handbook on Swimming and Lifesaving o Guidelines for	• Position victim to Recovery Position when signs of life appear • Implement After Care procedure as per Handbook on Swimming and Lifesaving on Resuscitation, General After Care. • Comprehend oral and written communication • Practice in-House safety procedure on environmental protection, good grooming and hygiene, occupational safety and health • Access Handbook for Swimming and Lifesaving on Resuscitation. • Monitor maintenance system for multimedia illustrations on Resuscitation

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		Recovery Position as per Handbook on Swimming and Lifesaving. • **Materials, Tools & Equipment: Uses, Specifications and Maintenance** o Illustration on the conduct of recovery position to victim • **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	• Cleaning and maintaining manikins • Wearing mask/Using correctly personal protective equipment (PPE) • Practice personal values in classroom and in an aquatic environment

RANGE OF VARIABLES

VARIABLE	RANGE
1. Respiratory system	Explanation may include but are not limited to: 1.1. Location at thoracic cavity and protection by breastbone, spine, and ribs 1.2. Parts of respiratory system - pharynx, trachea, lungs, bronchi, bronchioles, alveoli, diaphragm 1.3. Gas exchange process with the Alveoli and Trachea 1.4. Pathway of air to lungs 1.5. Mechanics of breathing is discussed 1.5.1 During breathing in (inspiration). 1.5.2 During breathing out (expiration)
2. Heart	May include but not be limited to: 2.1. The Heart as a strong muscular pump. 2.2. Function of the Heart at Thoracic Cage. 2.3. Pathway of Blood through the Heart . 2.4. The Blood and blood vessels
3. Blood vessels	May include but not limited to: 3.1 Arteries 3.2 Veins 3.3 Capillaries
4. Blood	May include but not limited to: 4.1 Red Cells 4.2 White Cells 4.3 Platelets
5. Respiratory failures	May not limited to: 5.1 Drowning 5.2 Sudden cardiac arrest 5.3 Stroke 5.4 Electric shock 5.5 Head injury 5.6 Drug overdose 5.7 Epilepsy 5.8 Choking
6. Resuscitation Action Plan (DRSABCD)	May include but not limited to: 6.1 Dangers (D) and hazards to the rescuer, bystanders and the casualty are checked. 6.2 Responses (R) and the level of consciousness of the casualty are checked using the 'COWS' method 6.3 Sent (S) for help by asking bystanders to call emergency 117 or 112 for Ambulance. 6.4 Airway (A)is cleared and maintained. 6.5 Breathing (B) is checked. Two (2) initial rescue breaths is given if victim is not breathing, 6.6 Circulation (C), if still no signs of life, CPR is commenced by giving Thirty (30) Compressions at center chest between two (2) nipples as compression point.. 6.7 Defibrillation (D), install Defibrillator as soon as available.

VARIABLE	RANGE
7. Recovery position	May include but not limited to: 7.1 Extending the casualty's far arm at right angles to the body 7.2 Lifting the near leg 7.3 Rolling the body onto the side while supporting the near hip and shoulder. 7.4 Flexing the top hip and knee to about 90 degree. 7.5 Placing the top forearm over the bottom elbow. 7.6 Tilting the head back and supporting the jaw, with the face turned slightly towards the ground.
8. General After Care	May include but not limited to: 8.1 If incident occurs outdoors, the casualty would need protection from the weather. 8.2 No food or drink should be given to the casualty. 8.3 Keep casualty warm with blankets or other coverings, if necessary. 8.4 Recommence Rescue Breathing if signs of life disappear. 8.5 Provide Oxygen, if available.
9. Use of oxygen	May include but not limited to: 9.1 Assisting with the preparation of Oxygen Apparatus for use by qualified lifeguard. 9.2 Handling of Oxygen Apparatus near the victim and readyfor installation by qualified lifeguard.

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate**: Practiced the basic procedures of 5S
2. Resource implications	**The following resources <u>MUST</u> be provided:** Facilities, materials, tools and equipment necessary for the activity
3. Method of assessment	**Competency in this unit may be assessed through**: 3.1 Third Party Report 3.2 Interview 3.3 Demonstration with questioning
4. Context of assessment	Competency may be assessed in the work place or in a simulated work place setting.

UNIT OF COMPETENCY : **PROVIDE EMERGENCY CARE (FIRST AID)**

UNIT CODE : **SOC541205**

UNIT DESCRIPTOR : This unit covers the competency required to provide basic lifesaving to victim prior to arrival of appropriately qualified personnel.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Assess aquatic emergency situation	1.1. ***Signs and symptoms of aquatic injury*** are detected in accordance with ILS as specified in the Handbook on Swimming and Lifesaving. 1.2. Available ***first aid kits*** is used in accordance with ILS as specified in the Handbook on Swimming and Lifesaving. 1.3. ***Triage*** procedure on emergency having multiple casualties is implemented in accordance with ILS as specified in the Handbook on Swimming and Lifesaving.	• **Trade Theory** o Aquatic emergency assessment applicable to land-based emergencies such as heart attack and vehicle accidents • **Communications** o Oral and written communication • **Mathematics and Mensuration** o Gather data for evaluation of injury trends o Order of treatment and evacuation at triage • **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards • **Codes and Regulations** o Emergency Care Procedures consistent with Lifesaving and Swimming Handbook on Emergency Care.	• Ability to assess emergency situation with sense of urgency • Applied Triage in situation where there are two (2) or more casualties in an emergency. • Use available first aid kit or bag. • Comprehend oral and written communication • Practice in-House safety procedure on environmental protection, good grooming and hygiene, occupational safety and health • Access Handbook for Swimming and Lifesaving on Emergency Care. • Monitor maintenance system for multimedia illustrations on Emergency Care • Clean and Maintain first aid kit or bag, first aid log and emergency hygiene packs. • Practice personal values in classroom and in an aquatic environment

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		• **Materials, Tools & Equipment: Uses, Specifications and Maintenance** o First aid kit or bag o First aid record Compilation o Emergency Hygiene Pack: wash soap, disposable gloves, household bleach and trash disposal plastic bag. • **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	
2. Apply first aid	2.1 Illness is managed and ***hygiene*** in emergency situation is maintained in accordance with ILS as specified in the Handbook on Swimming and Lifesaving. 2.2 Emergency services is called carrying of patient/ lifting of patient for transport to hospital is assisted in accordance with ILS as specified in the Handbook on Swimming and	• **Trade Theory** o Basic aid rescue, care and management) in aquatic emergencies • **Communications** o Oral and written communication • **Mathematics and Mensuration** o Analysis of data provided on injury o Sorting and allocating aid to provide order at triage situation	• Applied specific first aid to injury • Hygiene practice in emergency situation • Call ambulance emergency service • Assist lifting and carrying of victim for transport to hospital. • Comprehend oral and written communication

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	Lifesaving.	• **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards • **Codes and Regulations** o GSPO Section 3-F8 on First Aid Forms o GSPO Section 3 – FA4 on First Aid Kits. o GSPO Section 3-F7 on Personal Protective Equipment and Safety. • **Materials, Tools & Equipment: Uses, Specifications and Maintenance** o First aid kit or bag o Emergency Hygiene Pack: wash soap, disposable gloves, household bleach and trash disposal plastic bag o First aid record Compilation o Spine Board with head immobilizer o Folding Stretcher with roller • **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially	• Access Handbook for Swimming and Lifesaving on Emergency Care. • Monitor maintenance system for multimedia illustrations on Emergency Care • Practice in-house safety procedure on environmental protection, good grooming and hygiene, occupational safety and health • Dispose properly hygiene packs used in emergency and clean treatment area • Clean and Maintain First aid kit or bag, first aid log, spine board and folding stretcher. • Practice personal values in classroom and in an aquatic environment

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	
3. Communicate details of the incident	3.1 First Aid ***records or logs*** of injury or incident is documented in accordance with ILS as specified in the Handbook on Swimming and Lifesaving. 3.2 Data on injury or incident is submitted to emergency or medical service providers in accordance with ILS as specified in the Handbook on Swimming and Lifesaving.	• **Trade Theory** o Use of Incident Report Form o Fill-out forms for First Aid or Incident Recording • **Communications** o Oral and written communication • **Mathematics and Mensuration** o Provide relevant data on injury or incident for medical service use and future reference. • **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards • **Codes and Regulations** o Emergency Log Procedure is consistent with Lifesaving and Swimming Handbook on Emergency Care • **Materials, Tools & Equipment: Uses, Specifications and Maintenance** o First aid kit or bag o First aid record	• Fill out Incident / First Aid Report Form • Turn-over a copy of Incident/First Aid Report to responding emergency service. • Comprehend oral and written communication • Practice in-House safety procedure on environmental protection, good grooming and hygiene, occupational safety and health • Access Handbook for Lifeguarding on Risk Management. • Monitor maintenance system for multimedia illustrations on Emergency Care • Maintain Incident/first aid Report Compilation • Practice personal values in classroom and in an aquatic environment

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		Compilation • **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Signs and symptoms for aquatic injury	May include but are not limited to: 1.1 Asthma 1.2 Bites and Stings. 1.3 Bleeding 1.4 Burns. 1.5 Chest Injuries. 1.6 Choking. 1.7 Cold Injury. 1.8 Diabetes. 1.9 Drowning and Near-drowning. 1.10 Ear Problem. 1.11 Environmental Exposure. 1.12 Facial Injuries. 1.13 Fainting. 1.14 Foreign bodies in the eye, ear and nose. 1.15 Fractures. 1.16 Head Injury. 1.17 Heat illness. 1.18 Hyperthermia. 1.19 Muscle Injuries. 1.20 Poisoning. 1.21 Seizures and Convulsions. 1.22 Shock. 1.23 Spinal Injuries. 1.24 Stroke
2. First Aid Kits	May include : 2.1 Making First aid Kits available at Home and Cars 2.2 Install First aid Kits in proper location where employees in a work place can access easily. 2.3 First aid Kits must be regularly checked and maintained.
3. Triage	May include: 3.1 Sorting and allocating of aid on the basis of need for a likely benefit from medical treatment 3.2 Classifying casualties according to injury category: 3.2.1 Trivial Injuries 3.2.2 Injuries that require medical treatment but not hospitalization 3.2.3 Urgent Medical Aid and hospitalization 3.2.4 Clinically dead or likely to die before arrival to hospital 3.3 Observance of the order of treatment and evacuation 3.3.1 In most situations 3.3.2 In mass emergencies

VARIABLE	RANGE
4. Hygiene	May include: 4.1 The use of the cleanest equipment available. 4.2 Washing of hands with water and soap.. 4.3 Wearing of disposable gloves 4.4 Use of pre-packed disposable sterile equipment, dressing and bandages. 4.5 Careful disposal of all items contaminated by blood after giving treatment. 4.6 Clean or sanitize areas used in emergency treatment 4.7 Careful disposal of gloves used and thoroughly washed hands with water and soap.
5. Records or Logs	May include: 5.1 Protection of the Casualties 5.2 Protection of the First aider 5.3 Indications of Patterns and provide data for evaluation on injury trends.

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate:** 1.1. Practiced the basic procedures of Aquatic Emergency Care
2. Resource implications	**The following resources <u>MUST</u> be provided**: 2.1 Facilities, materials, tools and equipment necessary for the activity
3. Method of assessment	**Competency in this unit may be assessed through:** 3.1 Third Party Report 3.2 Interview 3.3 Demonstration with questioning
4. Context of assessment	Competency may be assessed in the work place or in a simulated work place setting.

UNIT OF COMPETENCY : **PERFORM LIFEGUARDING HAND AND WHISTLE SIGNALS**

UNIT CODE : **SOC541206**

UNIT DESCRIPTOR **:** This unit covers knowledge and inter-communication skills required for hand signals and whistles.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Specify hand and whistle signals for inter-lifeguard communication	1.1 Whistle signaling is interpreted in accordance with ILS as specified in the Handbook on Swimming and Lifesaving. 1.2 Hand signaling is coded and decoded in accordance with ILS as specified in the Handbook on Swimming and Lifesaving.	• **Trade Theory** o Importance of Hand and Whistle Signals In any aquatic environment o ILS Lifesaving Position Statement LPS-12 on International Lifeguard Hand Signals o Wikipedia 2012: Lifeguard Whistle Signals • **Communications** o Oral and written Communication o Hand Signaling o Whistle Signaling • **Mathematics and Mensuration** o Observed distance between transmitter and receiver o Large background noise volume at the pool making verbal communication difficult and in effect making hand and whistle signals useful. • **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards	• Execute hand signals for inter-lifeguard communication o Message Received o Cover my Area o Assistance Required o Rotate o Come Together o First Aid o Major Emergency o Take a Break o Not Breathing o Suspected Spinal • Blow standard whistle signals o One short whistle blast to signal attention or alert other lifeguards o Three long blasts to signal a major emergency • Comprehend oral and written communication • Access Handbook for Lifeguarding on Emergency Response, Visual and Audible Signals. • Clean and maintain Lifeguard Blast whistle. • Practice in-House safety procedure on Environmental protection, good grooming and hygiene, occupational safety and health

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS

		• **Codes and Regulations**
		  ○ ILS Lifesaving Position Statement LPS-12 on International Lifeguard Hand Signals
		  ○ Wikipedia 2012: Lifeguard Whistle Signals
		  ○ Lifeguarding Manual 4th Edition on Emergency Response, Visual and Audible Signals
		• **Materials, Tools & Equipment: Uses, Specifications and Maintenance**
		  ○ Recommended Blast Whistle for Lifeguard
		• **Values**
		  ○ Self-esteem
		  ○ Punctual/
		  ○ Time conscious
		  ○ Environmental and pollution conscious
		  ○ Flexible/adaptable
		  ○ Honest
		  ○ Socially responsible
		  ○ Dependable
		  ○ Innovative
		  ○ Alert
		  ○ Systematic and organized
		  ○ Committed
		  ○ Creative
		  ○ Patient
		  ○ Determined
			• Practice personal values in classroom and in an aquatic environment

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
2. Demonstrate whistle and hand signals as transmitter and receiver	2.1 Positioned at short distance and as a transmitter ***whistle*** and ***hand signaling*** is initiated in accordance with ILS as specified in the Handbook on Swimming and Lifesaving. 2.2 A specific whistle and hand signal instructions is demonstrated to a receiving lifeguard in accordance with ILS as specified in the Handbook on Swimming and Lifesaving. 2.3 Instructions are acknowledged and responded by receiver in accordance with ILS as specified in the Handbook on Swimming and Lifesaving. 2.4 Actions carried by receiver are observed to check correctness of message and action delivery for a successful communication.	• **Trade Theory** ○ Communication among Lifeguards in an emergency ○ Lifeguarding Manual 4th Edition on Visual and Audible Lifeguard Communication • **Communications** ○ Oral and written Communication ○ Hand Signaling ○ Whistle Signaling • **Mathematics and Mensuration** ○ Observed distance between transmitter and receiver ○ Large background noise volume at the pool making verbal communication not audible and in effect making hand and whistle signals useful • **Safety Practices** ○ Environmental protection and concerns ○ Good grooming and personal hygiene ○ Occupational Safety and Health Standards • **Codes and Regulations** ○ Lifeguarding Manual (4th Edition or later) on Visual and Audible Lifeguard Communication	• Ability to transmit specified hand and whistle signals for Lifeguard Inter-communication • Concisely received and clarified messages • Actions carried accurately as signaled. • Comprehend oral and written communication • Access Handbook for Lifeguarding on Emergency Response, Visual and Audible Signals • Clean and maintain Blast whistle. • Practice in-House safety procedure on environmental protection, good grooming and hygiene, occupational safety and health • Practice personal values in classroom and in an aquatic environment

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS

		• **Materials, Tools &Equipment: Uses, Specifications and Maintenance**
		  ○ Recommended Blast Whistle for Lifeguards
		• **Values**
		  ○ Self-esteem
		  ○ Punctual/
		  ○ Time conscious
		  ○ Environmental and pollution conscious
		  ○ Flexible/ adaptable
		  ○ Honest
		  ○ Socially responsible
		  ○ Dependable
		  ○ Innovative
		  ○ Alert
		  ○ Systematic and organized
		  ○ Committed
		  ○ Creative
		  ○ Patient
		  ○ Determined	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Whistle	Not limited to calling: 1.1 One short whistle blast to gain attention of guests. 1.2 Two short whistle blasts to signal attention or alert other lifeguards 1.3 Three long blasts to signal a major emergency or all lifeguards to report and assist with the rescue. 1.4 One long blow to signal clearing of pool by swimmers.
2. Hand Signal	Not limited to signal: 2.1 Assistance Required 2.2 Submerged Patient Missing 2.3 All Clear / Okay 2.4 Pick up Patient 2.5 Proceed Away from Pool / Shore 2.6 Proceed Towards Pool / Shore 2.7 Proceed Left or Right 2.8 Message Received 2.9 Rotate 2.10 Come Together 2.11 First Aid 2.12 Major Emergency 2.13 Take a break 2.14 Not Breathing 2.15 Suspected Spinal Injury

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate**: 1.1 Demonstrate hand and whistle signals as transmitter and receiver 1.2 Acknowledge messages and act on with accuracy.
2. Resource implications	**The following resources <u>MUST</u> be provided**: Facilities, materials, tools and equipment necessary for the activity
3. Method of assessment	**Competency in this unit may be assessed through**: 3.1 Third Party Report 3.2 Interview 3.1 Demonstration with questioning
4. Context of assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment 4.2 Assessment shall be observed while task are being undertaken by a transmitter and a receiver.

CORE COMPETENCIES

UNIT OF COMPETENCY : PERFORM WATER-BASED SKILLS IN A POOL ENVIRONMENT

UNIT CODE : SOC541301

UNIT DESCRIPTOR : This unit covers skills and attitude required to survive emergency situations in water.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Demonstrate safe water entry and exit	1.1 ***Water entry*** procedures is demonstrated in accordance with International Life Saving as specified in Handbook on Swimming and Lifesaving 1.2 ***Water exit*** procedures is demonstrated per Handbook on Swimming and Lifesaving	• **Trade Theory** o Water Safety o Safe Water Entries o Safe Water Exits • **Communication** o Oral and written communication o Hand Signaling o Whistle Signaling • **Mathematics and Mensuration** o Depths of water o State of the water bottom o Distance from Safety position • **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards • **Materials, Tools and Equipment: Uses, specifications and Maintenance** o Parts and functions of Personal Flotation Devices(PFDs) o Proper cleaning and stowing of PFDs. o PFDs storage and proper safekeeping for easy pullout / use	• Execute accidental fall in entry when unexpectedly falling into water in an uncontrolled manner • Perform a deep water and shallow water exits • Ability to comprehend oral and written communication • Interpret hand and whistle communication • Detect depth and state of water bottom • Determine distance from safety position • Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health. • Care and maintain personal flotation devices (PFDs)

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		• **Codes and Regulations** o Standards PFD Classification: Type 1 to 3. o ILS Lifesaving Position Statement on Basic Aquatic Survival Skills • **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	• Access Standards PFD Classification: Type 1 to 3 • Practice personal values in an aquatic environment
6 Conduct floating and water treading	2.1 Safe water entry is performed in accordance with standards on Swimming and Lifesaving 2.2 ***Water treading*** is demonstrated in accordance with International standards on Swimming and Life Saving 2.3 ***Floating in water*** is demonstrated in accordance with International standards on Swimming and Life Saving	• **Trade Theory** o Water Safety o Sculling o Propulsion from Sculling o Travelling in water o Treading water o Body Orientation	• Ability to enter water safely • Practice sculling in shallow and chest-deep waters • Perform survival sculling as a method to stay afloat at same position in water. • Execute sculling for forward and backward movement in water. • Perform head first and feet first sculling. • Demonstrate eggbeater kick for water treading • Perform front and back float to develop body orientation.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			• Execute horizontal and vertical body rotation to establish balance and control in the water.
		• **Communication** o Oral and written communication o Hand Signaling o Whistle Signaling	• Ability to comprehend oral and written communication • Interpret hand and whistle communication
		• **Mathematics and Mensuration** o Depths of water o State of the water bottom o Distance from pool safety edge o Angle Orientation Estimates o Phase /Clock Reading	• Detect depth and state of water bottom • Determine distance from safety position • Ability to determine exact angle of body • orientation • Ability to use and read phase /clock timing.
		• **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards	• Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health.
		• **Materials, Tools and Equipment: Uses, Specifications and Maintenance** o Parts and functions of Personal Flotation Devices (PFDs) o Proper cleaning and stowing of PFDs.	• Operate, maintain and read out at phase clock.
		• **Codes and Regulations** o Standards PFD Classification: Type 1 to 3. o ILS Position Statement LPS 15on Basic Aquatic Survival Skills	• Putting on a PFD on land or in water • Sharing a PFD as a flotation support • Getting in and out of the water while wearing a PFD.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
			• Access Standard Classification: Type 1 to 3
		• **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative - Alert - Systematic and organized - Committed - Creative - Patient - Determined	• Practice personal values in an aquatic environment
3 Demonstrate survival swimming in a pool environment	3.1 400 meters ***swim*** in less than 10 minutes without fins is demonstrated in accordance with International standards on Swimming and Life Saving	• **Trade Theory** o Swimming and Lifesaving strokes o Underwater swimming o Survival Strategies and Techniques	• Capability to swim either free style, backstroke, breaststroke, sidestroke or survival backstroke
	3.2 Safe water exit is performed in accordance with International standards on Swimming and Lifesaving	• **Communication** o Oral and written communication o Hand Signaling o Whistle Signaling	• Ability to comprehend oral and written communication • Interpret hand and whistle communication
		• **Mathematics and Mensuration** o Depths of water o State of the water bottom o Distance from pool safety edge o Angle Orientation Estimates o Period in 400 meters distance swim.	

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		• **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards	• Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health.
		• **Materials, Tools and Equipment: Uses, Specifications and Maintenance** o Parts and functions of Personal Flotation Devices (PFDs) o Multimedia illustrations for survival swimming	• Operate and maintain multimedia presentation materials and equipment
		• **Codes *and* Regulations** o Standards PFD Classification: Type 1 to 3. o ILS LPS 15 –Basic Aquatic Survival Skills	• Access Standards PFD Classification: type 1 to 3
		• **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	• Practice personal values in an aquatic environment

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Demonstrate ability to swim underwater	4.1. Selected ***surface dives*** are demonstrated per Swimming and Lifesaving Handbook 4.2. Submerged objects are recovered in accordance with International standards on Swimming and Life Saving 4.3. Swimming underwater with clothes and shoes on is practiced and removed them while immersed 4.4. Simulated escape from swimming underwater entrapment is performed in accordance with International standards on Swimming and Life Saving	• **Trade Theory** o Underwater swimming techniques o Safety issues associated with underwater swimming o Application of various Surface Dives o Techniques for Removal of Clothing while immersed. o Escape Technique for underwater entrapment • **Communication** o Oral and written o communication o Hand Signaling o Whistle Signaling • **Mathematics and Mensuration** o Depths of water o State of the water bottom o Distance from pool safety edge o Angle Orientation estimates o Execution period of underwater skills exercises. • **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards • **Materials, Tools and Equipment: Uses, Specifications and Maintenance** o Blast whistle	• Applied skills in using various surface dives for different aquatic environment. • Ability to perform individual search procedure at shallow water • Perform water treading and underwater skills simultaneous with the removal of clothing and foot wears. • Ability to remain calm and make escape plan from entrapment. • Comprehend oral and written communication • Interpret hand and whistle communication • Apply mensuration to efficiently perform aquatic tasks. • Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health Program • Operate and maintain multimedia presentation materials and equipment

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	-	○ Multimedia illustrations for underwater skills performance. ○ Personal Flotation Devices (PFDs) • **Codes and Regulations** ○ Guidelines for Safe Pool Operation (GSPO) ○ Swimming and Lifesaving Handbook Swim and Survive Program • **Values** ○ Self-esteem ○ Punctual/ ○ Time conscious ○ Environmental and pollution conscious ○ Flexible/ adaptable ○ Honest ○ Socially responsible ○ Dependable ○ Innovative ○ Alert ○ Systematic and organized ○ Committed ○ Creative ○ Patient ○ Determined	• Access Guidelines for Safe Pool Operation (GSPO) and Handbook on Swim and Survive • Practice personal values in an aquatic environment

RANGE OF VARIABLES

VARIABLE	RANGE
1. Water Entry	May include: 1.1 Step in entry 1.2 Slide in entry 1.3 Compact jump 1.4 Dive entry 1.5 Stride entry
2. Water Exit	May include: 2.1 Pool Ladder Exit 2.2 Shallow pool steps 2.3 Deep Water Exit.
3. Water Treading	May include: 3.1 Arms only as in Positioned Hands for Survival Sculling 3.2 Legs only either Eggbeater Kick, breaststroke leg action, scissors kick or a cycling action. 3.3 Arms and Legs combined.
4. Floating in water	May include: 4.1 Back Float 4.2 Front Float 4.3 Recovering to a Standing Position 4.4 Tuck Position 4.5 Vertical or Horizontal Body Rotation 4.6 Propulsions from Sculling
5. Swim	May include: 5.1 Freestyle 5.2 Breaststroke 5.3 Backstroke 5.4 Butterfly 5.5 Sidestroke 5.6 Survival backstroke 5.7 Crawls
6. Surface Dive	May include: 6.1 Head first surface dive 6.2 Feet first surface dive 6.3 Extended feet first surface dive 6.4 Controlled feet first surface dive
7. Swimming Underwater	May include: 7.1 Escaping 7.2 Searching 7.3 Safety Issues 1

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate**: 1.1 Demonstrated knowledge and fitness skill in swimming 400 meters distance in 10 minutes at pool. 1.2 Demonstrated entry and exits, floating and treading water.
2. Resource implications	**The following resources <u>MUST</u> be provided**: 2.1 Red and Yellow Uniform 2.2 Swimming Pool
3. Method of assessment	**Competency in this unit may be assessed through**: 3.1 Direct Observation 3.2 Oral interview 3.3 Written Evaluation 3.4 Third Party Report
4. Context of assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment of TESDA accredited institutions. 4.2 Assessment shall be observed while task are being undertaken whether individually or in group

UNIT OF COMPETENCY : DEMONSTRATE NON-CONTACT WATER RESCUE

UNIT CODE : SOC541302

UNIT DESCRIPTOR : This unit covers outcomes required in performing rescue in shallow waters without physical contact with the victim.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Initiate rescue of victims	1.1 ***Condition of victim*** is assessed to determine appropriate ***non-contact rescue technique*** to apply in accordance with International standards on Swimming and Life Saving. 1.2 Victim is approached to initiate rescue in accordance with ILS as specified in International standards on Swimming and Life Saving. 1.3 Victim is pacified or advised to relax or move to safe area in accordance with ILS as specified in International standards on Swimming and Life Saving.	• **Trade Theory** ○ Basic Aquatic Rescue Principles ○ Priority order of Non-swimming rescue ○ Strategies in talk rescue • **Communication** ○ Oral and written communication ○ Hand Signaling Whistle Signaling • **Mathematics and Mensuration** ○ Distance to Safety position ○ Depths of water Angles of victim's Body orientation • **Safety Practices** ○ Environmental protection and concerns ○ Good grooming and personal hygiene Occupational Safety and Health Standards • **Codes and Regulations** ○ Standards PFD Classification: Type 1 to 3. ○ ILS Lifesaving Position Statement LPS 15 on Basic Aquatic Survival Skills ○ ILS Lifesaving Position Statement LPS 09 on	• Conduct talk rescue when victim is conscious, capable of responding to instructions and is close enough to see gestures and hear voice of lifeguard. • Ability to comprehend oral and written communication • Interpret hand and whistle communication • Detect depth and state of water bottom • Determine distance from safety position. • Determine exact angle to maintain body orientation • Practice in-house safety procedure on environmental protection, good grooming and hygiene, occupational safety and health • Access Standards PFD Classification: Type 1 to 3 • Access to ILS Lifesaving Position Statement LPS

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		○ Recertification for Beach and Open Water Lifesavers • **Values** ○ Self-esteem ○ Punctual/ Time conscious ○ Environmental and pollution conscious ○ Flexible/ adaptable ○ Honest ○ Socially responsible ○ Dependable ○ Innovative ○ Alert ○ Systematic and organized ○ Committed ○ Creative ○ Patient ○ Determined	• 15 on Basic Aquatic Survival Skills • Access to ILS Lifesaving Position Statement LPS 09 on Recertification for Beach and Open Water Lifesavers • Practice personal values in an aquatic environment
2 Reach out to victim	2.1 Rescued victim is provided with appropriate lifesaving implements in accordance with ILS as specified in International standards on Swimming and Life Saving 2.2 Rescued victim is pulled to safety by providing appropriate lifesaving implement in accordance with ILS as specified in International standards on Swimming and Life Saving 2.3 Repeated attempt to pull rescued victim to safety is ensured for lifeguard's self-preservation in accordance with ILS as specified in international standards on Swimming and Life	• **Trade Theory** ○ Basic Aquatic Rescue Principles ○ Priority order of Non-swimming rescues ○ Use of rescue aids • **Communication** ○ Oral and written communication ○ Hand Signaling ○ Whistle Signaling • **Mathematics and Mensuration** ○ Distance to Safety ○ Depth of water ○ State of water bottom ○ Distance from victim • **Safety Practices** ○ Environmental protection and concerns ○ Good grooming and personal hygiene ○ Occupational Safety and Health Standards	• Conduct reach rescue when victim is near the edge having fallen in the water. • Judgment on the kind of available rescue aid to be used in reach rescue. • Comprehend oral and written communication • Interpret hand and whistle communication • Detect depth and state of water bottom • Determine distance to safety by the victim • Practice in-house safety procedure on environmental protection, good grooming and hygiene,

ELEMENT	PERFORMANCE CRITERIA *Italicized terms* are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	Saving	• **Materials, Tools and Equipment: Uses, Specifications and Maintenance** o Parts and functions of lifesaving implements such as rescue tubes, poles, paddles, ropes, towels etc. o Proper cleaning and stowing of lifesaving implements • **Codes and Regulations** o Standards PFD Classification: Type 1 to 3. o ILS Lifesaving Position Statement LPS 15 on Basic Aquatic Survival Skills o ILS Lifesaving Position Statement LPS 09 on Recertification for Beach and Open Water Lifesavers • **Values** o Self-esteem o Punctual/Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	occupational safety and health • Utilize and maintain rescue aids. • Access Standards PFD Classification: Type 1 to 3 • ILS Lifesaving Position Statement LPS 15 on Basic Aquatic Survival Skills • ILS Lifesaving Position Statement LPS 09 on Recertification for Beach and Open Water Lifesavers • Practice personal values in an aquatic environment
3 Throw buoyant aid to victim	3.1 Available ***buoyant aid*** is thrown to victim in accordance with International standards on	• **Trade Theory** o Basic Aquatic Rescue Principles o Priority order in non-	Throw available buoyant aid when victim is too far away to carry out a reach rescue.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	Swimming and Life Saving 3.2 Victim is pulled to safety using suitable aid such as rope, towel, etc. in accordance with ILS as specified in International standards on Swimming and Life Saving 3.3 Victim is advised on what to do while waiting for rescue in accordance with ILS as specified in International standards on Swimming and Life Saving	swimming rescue ○ Procedures in throw rescue ○ Handling different buoyant aids • **Communication** ○ Oral and written communication ○ Hand Signaling ○ Whistle Signaling • **Mathematics and Mensuration** ○ Distance from victim ○ Depth of water ○ Drift condition of water • **Safety Practices** ○ Environmental protection and concerns ○ Good grooming and personal hygiene ○ Occupational Safety and Health Standards • **Materials, Tools and Equipment: Uses, Specifications and Maintenance** ○ Parts and functions of different buoyant aids such as PFD, rescue ring, rescue tube, weighted rope etc. ○ Proper cleaning and stowing of buoyant aids • **Codes and Regulations** ○ Standards PFD Classification: Type 1 to 3. ○ ILS Lifesaving Position Statement LPS 15 on Basic Aquatic Survival Skills ○ ILS Lifesaving Position Statement LPS 09 on Recertification for	• Comprehend oral and written communication • Interpret hand and whistle communication • Detect depth and state of water bottom • Determine distance to safety by the victim • Distinguish drift/ current of water • Practice in-house safety programs on environmental protection, good grooming and hygiene, occupational safety and health • Utilize and maintain buoyant aids for rescue. • Access Standards PFD Classification: Type 1 to 3 • ILS Lifesaving Position Statement LPS 15 on Basic • Aquatic Survival Skills • ILS Lifesaving Position Statement LPS 09 on Recertification for Beach and Open Water Lifesavers

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		Beach and Open Water Lifesavers	
		• **Values** ○ Self-esteem ○ Punctual/ ○ Time conscious ○ Environmental and pollution conscious ○ Flexible/adaptable ○ Honest ○ Socially responsible ○ Dependable ○ Innovative ○ Alert ○ Systematic and organized ○ Committed ○ Creative ○ Patient ○ Determined	• Practice personal values in an aquatic environment
4 Approach / wade toward the victim	1.1 Victim is approached by wading using suitable reaching or throwing aid if attempts to reach and throw are unsuccessful in accordance with International standards on Swimming and Life Saving 1.2 For deep water, victim is approached by swimming and extended reach to rescue aid while avoiding physical contact in accordance with International standards on Swimming and Life Saving 1.3 Victim is pulled to safety while avoiding physical contact in accordance with ILS as specified in International standards on Swimming and Life Saving	• **Trade Theory** ○ Basic Aquatic Rescue Principles ○ Priority order of non-swimming rescues ○ Risks before attempting wade rescue ○ Techniques in wade rescue • **Communication** ○ Oral communication ○ Hand Signaling ○ Whistle Signaling • **Mathematics and Mensuration** ○ Depth of water ○ Nature of water bottom ○ Distance from victim ○ Distance to safety ○ Drift condition of water ○ Water temperature	• Conduct wade rescue when attempts to reach and throw have been unsuccessful and the depth, current, and water temperature permit a safe entry • Comprehend oral and written communication • Interpret hand and whistle communication • Detect depth and state of water bottom • Determine distance to safety of victim • Distinguish drift/ current condition and temperature of water

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	1.4 Repeated attempt to pull the victim to safety is ensured for rescuer's self-preservation in accordance with ILS as specified in International standards on Swimming and Life Saving	• **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards • **Materials, Tools and Equipment: Uses, Specifications and Maintenance** o Parts and functions of lifesaving implements for reach rescue. o Proper cleaning and stowing of reaching aids. • **Codes and Regulations** o Standards PFD Classification: Type 1 to 3. o ILS Lifesaving Position Statement LPS 15 on Basic Aquatic Survival Skills o ILS Lifesaving Position Statement LPS 09 on Recertification for Beach and Open Water Lifesavers • **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	• Practice in-house safety procedure on environmental protection, good grooming and hygiene, occupational safety and health • Use and maintain physical characteristic of rigid and non-rigid rescue aids • Access Standards PFD Classification: Type 1 to 3 ILS Lifesaving Position Statement LPS 15 on Basic Aquatic Survival Skills • ILS Lifesaving Position Statement LPS 09 on Recertification for Beach and Open Water Lifesavers • Practice personal values in an aquatic environment

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
5 Row toward victim using small craft	5.1. Available ***small craft*** is used when victim is approached by ***rowing*** in accordance with ILS as specified in International standards on Swimming and Life Saving 5.2. Small craft is positioned appropriately at best contact point for the victim 5.3. Buoyant object or PFD is thrown to Victim where necessary 5.4. Victim is towed to safety or where applicable to come aboard at the stern to ensure stability of water craft	• **Trade Theory** ○ Basic Aquatic Rescue Principles ○ Priority order in non-swimming rescue ○ Techniques for using small craft in water rescue • **Communication** ○ Oral and written communication ○ Hand Signaling ○ Whistle Signaling • **Mathematics and Mensuration** ○ Distance from victim ○ Depth of water ○ Drift of water ○ Distance to safety • **Safety Practices** ○ Environmental protection and concerns ○ Good grooming and personal hygiene ○ Occupational Safety and Health Standards • **Materials, Tools and Equipment: Uses, Specifications and Maintenance** ○ Parts and functions of equipment, small craft equipment ○ Proper cleaning and stowing of small craft equipment • **Codes and Regulations** ○ Standards PFD Classification Type 1 to 3. ○ ILS Lifesaving Position Statement LPS 15 Basic Aquatic Survival Skills ILS Lifesaving Position Statement LPS 09 on Recertification for Beach and Open Water Lifesavers	• Row when it is not possible to perform reach, throw and wade rescue because of depth of water. • Comprehend oral and written communication • Interpret hand and whistle communication • Detect depth and state of water bottom • Determine distance to safety by the victim • Distinguish drift/ current of water • Practice in-house safety programs on environmental protection, good grooming and hygiene, occupational safety and health • Utilize and maintain physical characteristic of small craft5.9 Access Standards PFD Classification: Type 1 to 3 • Access to ILS Lifesaving Position Statement LPS 15 on Basic Aquatic Survival Skills • Access to ILS Lifesaving Position Statement LPS 09on Recertification for Beach and

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		• **Values** ○ Self-esteem ○ Punctual/ ○ Time conscious ○ Environmental and pollution conscious ○ Flexible/ adaptable ○ Honest ○ Socially responsible ○ Dependable ○ Innovative ○ Alert ○ Systematic and organized ○ Committed ○ Creative ○ Patient ○ Determined	Open Water Lifesavers • Practice personal values in an aquatic environment

RANGE OF VARIABLES

VARIABLE	RANGE
1. Condition of victim	Victim may be: 1.1 Non-swimmer 1.2 Weak swimmer 1.3 Injured, distressed 1.4 Unconscious 1.5 Panicking
2. Non-contact rescue technique	2.1 Talk 2.2 Reach 2.3 Throw 2.4 Wade 2.5 Row
3. Lifesaving implements	May include: 3.1 Poles 3.2 Ropes 3.3 Rescue tube 3.4 Any buoyant aid 3.5 Non-rigid materials such as towels, blankets, cloth
4. Buoyant aid	May include: 4.1 Personal flotation device, e.g. life vest 4.2 Rescue tubes 4.3 Empty water cans/gallons 4.4 Air-filled flotation device

5. Rowing	May include: 5.1 Paddling 5.2 Sailing 5.3 Driving
6. Small craft	May include: 6.1 Kayak 6.2 Surfboard 6.3 Canoe 6.4 Bangka 6.5 Bamboo raft

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate**: 1.1 Applied non-contact rescue technique based on his/her swimming ability, condition of victim and rescue condition 1.2 Ensured self-preservation while attempting rescue 1.3 Followed order of priority in non-contact rescue techniques to lessen risk to self.
2. Resource implications	**The following resources <u>MUST</u> be provided**: 2.1 Recognized Uniform 2.2 Swimming Pool 2.3 Alternative aquatic locations where pools are not available.
3. Method of assessment	**Competency in this unit may be assessed through**: 3.1 Demonstration with questioning 3.2 Written Test/Examination 3.3 Third Party Report 3.4 Portfolio
4. Context of assessment	4.1 Competency may be assessed in the workplace or in a simulated workplace setting. 4.2 Assessment shall be observed while task are being undertaken whether individually or in group

UNIT OF COMPETENCY : **DEMONSTRATE CONTACT WATER RESCUE**

UNIT CODE : **SOC541303**

UNIT DESCRIPTOR : This unit covers skills and techniques to conduct contact rescue for conscious or unconscious casualty in aquatic environments.

ELEMENTS	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Execute contact rescue with conscious victim	1.1 ***Condition of victim*** is assessed. 1.2 Victim is approached by swimming and with ***proper defensive position*** while checking positions constantly. 1.3 Victim is asked to turn around and swim behind calmly. 1.4 Techniques for ***contact rescue with conscious victim is performed*** in accordance with ILS as specified in International standards on Swimming and Life Saving 1.5 Victim is encouraged to assist by kicking the legs. 1.6 Victims are assisted in their exits using pool ladder, designated exit point or supported lifting of victim if designated exit is not available. 1.7 Appropriate aftercare is applied to ensure stability on victims condition	• **Trade Theory** o Rescue Principles: Four Steps in rescue o Assessment procedures in contact rescue with conscious victim. o Contact Rescue Techniques for conscious victim • **Communications** o Oral and Written Communication o Whistle and Hand signals o Public Address (PA) System o Alarms • **Mathematics and Mensuration** o Depths of water o State of the water bottom o Distance from pool safety edge o Angle Orientation Estimates o Execution Period of contact rescue • **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards o Buddy and Check-in System o Water Checks o Safety Stops • **Codes and Regulations** o Guidelines for Safe Pool Operation	• Ability to judge condition of a victim at aquatic environment • Adopt defensive position in approaching victim for rescue • Endurance swimming while carrying or towing a conscious victim with buoyant aid • Encourage victim to follow instructions. • Ability to remain calm while doing contact rescue. • Comprehend oral and written communication • Interpret hand and whistle communication • Mensuration applied for efficiency of aquatic tasks • Follow in house safety procedures on environmental protection, good grooming and hygiene,

ELEMENTS	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		(GSPO) ○ Swimming and Lifesaving Handbook on Rescue Techniques • **Materials, Tools & Equipment: Uses, Specifications and Maintenance** ○ Blast whistle ○ Multimedia illustrations for Rescue skills performance. ○ Personal Flotation Devices (PFDs) ○ Rescue Tube • **Values** ○ Self-esteem ○ Punctual/ ○ Time conscious ○ Environmental and pollution conscious ○ Flexible/ adaptable ○ Honest ○ Socially responsible ○ Dependable ○ Innovative ○ Alert ○ Systematic and organized ○ Committed ○ Creative ○ Patient ○ Determined	occupational safety and health • Operate and maintain multimedia presentation materials and equipment • Access Guidelines for Safe Pool Operation (GSPO) and Handbook on Rescue Techniques • Practice personal values in aquatic environment
2. Perform contact rescue with unconscious victim	2.1 Condition of victim is assessed 2.2 Victim is approached with proper defensive positions to reaffirm unconsciousness of victim. 2.3 Techniques for ***contact rescue with unconscious victim*** is performed in accordance with ILS as specified in International standards on Swimming and Life Saving	• **Trade Theory** ○ Four steps in rescue ○ Assessment procedures in contact rescue with unconscious victim ○ Contact Rescue Techniques for unconscious victim • **Communications** ○ Oral and Written communication ○ Whistle and hand signals ○ Public Address(PA) System ○ Alarms	• Ability to judge condition of a victim at aquatic environment • Adopt defensive position in approaching victim for rescue • Endurance swimming while carrying victim or towing with buoyant aid

ELEMENTS	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.4 Immobilization technique is used to stabilize removal of victim from water with assistance of other lifeguards. 2.5 CPR is performed in suitably hard and flat surface immediately after the removal of victim from the water. 2.6 Victim is placed in a recovery position after signs of life are present. 2.7 Appropriate aftercare is applied to ensure stability on victims condition	• **Mathematics and Mensuration** o Depths of water o State of the water bottom o Distance from pool safety edge o Angle Orientation Estimates o Execution Period of contact rescue • **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards o Buddy and Check-in System o Water Checks o Safety Stops • **Codes and Regulations** o Guidelines for Safe Pool Operation (GSPO) o Swimming and Lifesaving Handbook on Rescue Techniques • **Materials, Tools & Equipment: Uses, Specifications and Maintenance** o Blast whistle o Multimedia illustrations for rescue skills performance. o Personal Flotation Devices o Rescue Tube • **Values** o Self-esteem o Punctual/ Time conscious o Environmental and	• Perform Expired Air Resuscitation (EAR) to victim while in water • Ability to remain calm while doing contact rescue. • Comprehend oral and written communication • Interpret hand and whistle communication • Mensuration applied for efficiency of aquatic tasks. • Follow in house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health • Operate and maintain multimedia presentation materials and equipment • Access Guidelines for Safe Pool Operation (GSPO) and Handbook on Rescue Techniques • Practice personal values in aquatic environment

ELEMENTS	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	
3. Simulate recovery of a submerged person	3.1 ***Surface dive*** is performed and submerged casualty is located and recovered in accordance with International standards on Swimming and Life Saving	• **Trade Theory** o Techniques for underwater swimming and surface diving o Techniques for locating and reaching a submerged person • **Communications** o Oral and Written communication o Whistle and hand signals o Public Address (PA) System o Alarms • **Mathematics and Mensuration** o Depths of water o State of the Water bottom o Distance from pool safety edge o Angle Orientation Estimates o Execution Period of recovery exercises • **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards	• Ability to judge condition of a victim at aquatic environment • Adopt defensive position in approaching victim for rescue • Endurance swimming while carrying victim or towing with buoyant aid • Perform Expired Air Resuscitation (EAR) to victim while in water • Ability to remain calm while doing contact rescue. • Comprehend oral and written communication • Interpret hand and whistle communication • Mensuration applied for efficiency of aquatic tasks.

ELEMENTS	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		○ Buddy and Check-in System ○ Water Checks ○ Safety Stops • **Codes and Regulations** ○ Guidelines for Safe Pool Operation (GSPO) ○ Swimming and Lifesaving Handbook on Rescue Techniques • **Materials, Tools & Equipment: Uses, Specifications and Maintenance** ○ Blast whistle ○ Multimedia illustrations for underwater skills performance. ○ Personal Flotation Devices (PFDs) • **Values** ○ Self-esteem ○ Punctual/ ○ Time conscious ○ Environmental and pollution conscious ○ Flexible/ adaptable ○ Honest ○ Socially responsible ○ Dependable ○ Innovative ○ Alert ○ Systematic and organized ○ Committed ○ Creative ○ Patient ○ Determined	• Follow in house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health • Operate and maintain multimedia presentation materials and equipment • Access Guidelines for Safe Pool Operation (GSPO) and Handbook on Rescue Techniques • Practice personal values in aquatic environment
4. Demonstrate underwater search for a submerge victim	4.1. Search is performed at shallow water areas by using Team or Individual Search methods in accordance with ILS as specified in Swimming and	• **Trade Theory** ○ Shallow water search techniques ○ Deep water search techniques • **Communications** ○ Oral and Written communication	• Ability to search for bubbles from a victim underwater • Adopt appropriate defensive position in approaching victim underwater

ELEMENTS	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	Lifesaving Handbook 4.2. Parallel pattern search is organized for deep water in accordance with ILS as specified in Swimming and Lifesaving Handbook 4.3. ***Appropriate Equipment*** is used to increase efficiency of underwater search in accordance with ILS as specified in Swimming and Lifesaving Handbook	○ Whistle and hand signals ○ Public Address (PA) System ○ Alarms • **Mathematics and Mensuration** ○ Depths of water ○ State of the water bottom ○ Distance from pool safety edge ○ Angle Orientation Estimates ○ Execution Period of underwater search exercises • **Safety Practices** ○ Environmental protection and concerns ○ Good grooming and personal hygiene ○ Occupational Safety and Health Standards ○ Buddy and Check-in System ○ Water Checks ○ Safety Stops • **Codes and Regulations** ○ Guidelines for Safe Pool Operation (GSPO) ○ Swimming and Lifesaving Handbook on Rescue Techniques • **Materials, Tools & Equipment: Uses, Specifications and Maintenance** ○ Blast whistle ○ Multimedia illustrations for underwater skills performance. ○ Personal Flotation Devices (PFDs)	• Endurance Underwater swimming while reaching and carrying victim • Perform Expired Air Resuscitation (EAR) to victim while in water • Ability to remain calm while doing contact rescue. • Comprehend oral and written communication • Interpret hand and whistle communication • Mensuration applied for efficiency of aquatic tasks. • Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health • Operate and maintain multimedia presentation materials and equipment • Access Guidelines for Safe Pool Operation (GSPO) and Handbook on Rescue Techniques

ELEMENTS	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		• **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	• Practice personal values in aquatic environment
5. Perform aquatic spine injury immobilization	5.1 N***eck immobilization*** technique is applied to prevent further damage in accordance with ILS as specified in Swimming and Lifesaving Handbook. 5.2 In-water stabilization of spinal injury is conducted with the assistance of fellow lifeguards. 5.3 Casualty is removed from water using spine board and straps in accordance with ILS as specified in Swimming and Lifesaving Handbook	• **Trade Theory** o Head and Neck immobilization techniques o Removing spine injury victim from shallow or deep water o Use of spine board and straps o Lifeguard Checklist-Spinal Management Summary • **Communications** o Oral and Written communication o Whistle and hand signals o Public Address (PA) System o Alarms • **Mathematics and Mensuration** o Depths of water o State of the Water bottom o Distance from pool safety edge o Angle Orientation Estimates o Execution Period of underwater search exercises	• Proficiency in retrieval operation for spine injury victim • Endurance swimming while reaching and carrying spine injury victim • Perform Expired Air Resuscitation (EAR) to victim while in water • Ability to remain calm while doing aquatic spine injury management . • Capacity to retrieve victim by use of spine board and straps. • Comprehend oral and written communication • • Interpret hand • and whistle

ELEMENTS	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		• **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards o Buddy and Check-in System o Water Checks o Safety Stops • **Codes and Regulations** o Guidelines for Safe Pool Operation (GSPO) o Swimming and Lifesaving Handbook on Rescue Techniques • **Materials, Tools & Equipment: Uses, Specifications and Maintenance** o Blast whistle o Multimedia illustrations for rescue skills performance. o Spine Board and Straps • **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	• communication • • Mensuration applied for efficiency of aquatic tasks. • • Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health • • Operate and maintain multimedia presentation materials and equipment • Access Guidelines for Safe Pool Operation (GSPO) and Handbook on Rescue Techniques • Practice personal values in aquatic environment

ELEMENTS	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
6. Demonstrate landing (from water) a person in difficulty	6.1. Selected ***Gentle Slope landing*** procedures are performed in accordance with ILS as specified in Swimming and Lifesaving Handbook 6.2. Selected ***Steep slope landing*** procedures are performed in accordance with ILS as specified in Swimming and Lifesaving Handbook	• **Trade Theory** o Categories of Landing o Selecting the method of landing • **Communications** o Oral and Written communication o Whistle and hand signals o Public Address (PA) System o Alarms • **Mathematics and Mensuration** o Depths of water o State of the water bottom o Distance from safety edge o Angle Orientation Estimates o Execution Period of landing exercises • **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards o Buddy and Check-in System o Water Checks o Safety Stops • **Codes and Regulations** o Guidelines for Safe Pool Operation (GSPO) o Swimming and Lifesaving Handbook on Rescue Techniques	• Ability to select and adopt appropriate landing method for a given situation • Quick removal of victim from water at low risk of accident to both lifesaver and victim for less interruption in performing resuscitation • Ability to remain calm while doing specific landing method • Comprehend oral and written communication • Interpret hand and whistle communication • Mensuration applied for efficiency of aquatic tasks. • Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health • Operate and maintain multimedia presentation materials and equipment • Access Safe Pool Operation

ELEMENTS	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		• **Materials, Tools & Equipment: Uses, Specifications and Maintenance** o Blast whistle o Multimedia illustrations for underwater skills performance. o Spine Boards o Rescue tubes • **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	(GSPO) and Handbook on Rescue Techniques • Practice personal values in aquatic venues

RANGE OF VARIABLES

VARIABLE	RANGE
1. Condition of victim	Include but not limited to: 1.1 Non-swimmer 1.2 Weak swimmer 1.3 Injured person 1.4 Unconscious person 1.5 Panicking
2. Contact rescue with conscious victim	Include but not limited to: 2.1 Wrist tow 2.2 Armpit tow 2.3 Close chin tow
3. Proper defensive positions	Include but not limited to: 3.1 Defensive position 3.2 Reverse 3.3 Blocking 3.4 Escape technique
4. Contact rescue with unconscious victim.	Include but not limited to: 4.1 Chest tow 4.2 Double armpit tow 4.3 Double shoulder tow 4.4 Spinal tow
5. Surface Dives	Include but not limited to: 5.1 Head first surface dives when victim can be seen underwater 5.2 Feet first dive when water is murky 5.3 One deep breath prior to submerging underwater
6. Neck immobilization	Include but not limited to: 6.1 Vice grip (face up casualty) 6.2 Vice grip (face down casualty) 6.3 Extended arm rollover
7. Appropriate Equipment	May include: 7.1 Snorkeling equipment 7.2 Goggles 7.3 Improvised Underwater Visual Equipment 7.4 Portable free flow oxygen mobile bottle
8. Gentle Slope Landing	Include but not limited to: 7.1 Walk out 7.2 Drag 7.3 Shoulder carry 7.4 Piggyback carry
9. Steep Slope Landing	Include but not limited to: 8.1 Support position 8.2 Stirrup lift 8.3 Assisted lift

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate**: 1.1 Applied contact rescue technique based on his/her swimming ability, condition of victim and rescue condition 1.2 Ensured self-preservation while attempting the rescue 1.3 Followed the order of procedures in contact rescue techniques to lessen risks to self
2. Resource implications	**The following resources <u>MUST</u> be provided**: 2.1 Swimming pool 25m + pool 2.2 Floating Spine board with straps 2.3 Cervical Collar
3. Method of assessment	**Competency in this unit may be assessed through**: 3.1 Demonstration with questioning 3.2 Direct observation 3.3 Oral examination
4. Context of assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment 4.2 Assessment shall be observed while task are being undertaken whether individually or in group

UNIT OF COMPETENCY : PERFORM LIFEGUARDING SCANNING

UNIT CODE : SOC541304

UNIT DESCRIPTOR : This unit covers skills and techniques for scanning aquatic venues to include dangers for the users and activities.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Monitor aquatic surroundings	1.1 ***Senses*** are used to ***sweep*** happenings around an aquatic environment 1.2 ***Danger points*** are attended in an aquatic venue 1.3 Potential trouble or ***distressed behaviors*** of bathers are detected	• **Trade Theory** o The Senses and what they tell us o Principles of scanning o Different Scanning Strategies and Techniques o Scanning Methodology • **Communications** o Oral and Written communication o Whistle and hand signals o Public Address (PA) System o Alarms • **Mathematics and Mensuration** o Repeated sweeps within 5 minutes allows focusing on each patron at least once. • **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards • **Codes and Regulations** o Guidelines for o Safe Pool Operation (GSPO) o Lifeguarding Handbook	• Ability to effectively scan aquatic zone at the least time. • Familiarized characteristic sights, sounds, patterns and rhythms of activity considered normal and unique to an aquatic venue being served. • Identify hazards and danger points in aquatic venues. . • Comprehend oral and written communication • Interpret hand and whistle communication • Mensuration applied for efficiency of scanning tasks. • Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health • Operate and maintain multimedia presentation materials and

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		• **Materials, Tools &Equipment: Uses, Specifications and Maintenance** o Blast whistle o PA System o Alarm System • **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	equipment • Access Guidelines for Safe Pool Operation (GSPO) and Lifeguarding Handbook on Supervision • Practice personal values in aquatic venues
2. Organize and sort aquatic venue patronage	2.1. ***Sensory input*** scanning is used to sort aquatic venue utilization 2.2. ***Screening of patrons*** for child supervision by an adult is performed to minimize risks in accident 2.3. Medical history of regular patrons is recorded in accordance with company rules and regulations 2.4. Actual physical appearance and behavior of ***active bathers*** are scanned in accordance with scanning techniques	• **Trade Theory** o Principle of a Scanning Strategy o Four P's of Scanning - Posture - Position - Pattern - Patrons o Supervision scanning patterns - Circular - Rectangular - Horizontal and vertical - Joining the dots o Scanning Techniques in Supervising Swimmers - Intensive Scan - Extensive Scan - Combined Scan o Communication with Patrons	• Know medical history that may be of use in supervision of regular patrons • Applied head counting, grouping, mental filing, profile matching and tracking for purposes of accounting patrons in aquatic venue. • Ability to detect potential trouble based in physical appearance and behavior of bather. • Comprehend oral and written communication

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.5. Company rules and regulations are Communicated with venue Patrons	○ Prevention of emergency through supervision - Size of the area - Number of users - Water activities offered - Design and shape of pools - Leisure area and features - Number of Lifeguards and their positioning • **Communication** ○ Oral and Written communication ○ Whistle and hand signals ○ Public Address (PA) System ○ Alarms • **Mathematics and Mensuration** ○ Five (5) minutes limit of visual tasks ○ Continuous movement of head and eyes ○ Frequent Lifeguard rotation ○ Establish rotation in 5-minute increments for every rotation ○ Make accounting of patrons in your zone scan period • **Safety Practices** ○ Environmental protection and concerns ○ Good grooming and personal hygiene ○ Occupational Safety and Health Standards ○ Buddy and ○ Check-in System ○ Water Checks ○ Safety Stops	• Interpret hand and whistle communication • Mensuration applied for efficiency of scanning tasks. • Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health • Operate and maintain multimedia presentation materials and equipment • Access Guidelines for Safe Pool Operation (GSPO) and Lifeguarding • Handbook on Supervision • Practice personal values in aquatic venues

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		• **Codes and Regulations** o Guidelines for Safe Pool Operation (GSPO) o Lifeguarding Handbook • **Materials, Tools & Equipment: Uses, Specifications and Maintenance** o Blast whistle o PA System o Alarm System • **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	
3. Recognize aquatic accidents	3.1 Suspected bathers in distress are identified following company rules and regulations 3.2 Situations are assessed quickly and decisively in accordance with ILS as specified in Swimming and Lifesaving Handbook 3.3 Immediate response to distress incident is performed in accordance with ILS as specified in	• **Trade Theory** o Appearance and behavioral indicators of a troubled patron. o Principal rule of Lifeguarding: whenever you suspect trouble, quickly assess the situation then respond immediately. o Working with patrons having special needs • **Communication** o Oral and Written communication o Whistle and hand signals o Public Address (PA)	• Anticipate problems or accidents by recognizing indicators based on appearance and behavior of bathers • Ability to support needs for assistance by other lifeguards positioned afar • Ability to directly ask people if they need help • Close supervision skills for physically-abled bathers • Comprehend oral and written • communication

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	International standards on Swimming and Life Saving	System o Alarms • **Mathematics and Mensuration** o Five (5) minutes limit of visual tasks o Continuous movement of head and eyes o Frequent Lifeguard rotation o Establish rotation in 5-minute increments for every rotation o Make accounting of patrons in your zone scan period • **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards o Buddy and Check-in System o Water Checks o Safety Stops • **Codes *and* Regulations** o Guidelines for Safe Pool Operation (GSPO) o Lifeguarding Handbook • **Materials, Tools & Equipment: Uses, Specifications and Maintenance** o Blast whistle o PA System o Alarm System • **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious	• Interpret hand and whistle communication • Mensuration applied for efficiency of scanning tasks. • Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health • Operate and maintain multimedia presentation materials and equipment • Access Guidelines for Safe Pool Operation (GSPO) and Lifeguarding Handbook on Supervision • Practice personal values in aquatic venues

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		○ Flexible/adaptable ○ Honest ○ Socially responsible ○ Dependable ○ Innovative ○ Alert ○ Systematic and organized ○ Committed ○ Creative ○ Patient ○ Determined	

RANGE OF VARIABLES

VARIABLE	RANGE
1. Senses	May include: 1.1 Vision 1.2 Hearing 1.3 Smell 1.4 Touch
2. Sweeps	May include: 2.1 Visual check of your zones and last only for few seconds 2.2 Tracking patrons by their ages 2.3 Tracking patrons by their heights 2.4 Tracking patrons joining the dots between swimmers
3. Danger points	May refer to but not limited to: 3.1 Sweep eyes over entire zone 3.2 Patrons and activity directly in front of a Lifeguard 3.3 Tower Lifeguards should look directly downwards 3.4 Checking of adjacent lifeguards on each sweep for signals 3.5 Scan below the surface regularly. 3.7 Diving boards 3.8 Drop offs 3.9 Ladders 3.10 Toys and 3.11 Small children 3.12 Check to see that those who enter water from a dive, slide or diving boards resurface.
4. Distressed Behaviors	Not limited to: 4.1 Distressed Swimmers Behaviors 4.2 Active Drowning Behaviors 4.3 Passive Drowning Behaviors 4.4 Unconscious Victim
5. Sensory input	Not limited to: 5.1 Head counting 5.2 Grouping 5.3 Mental filing 5.4 Profile matching 5.5 Tracking
6. Screening of patrons	Not limited to 6.1 Supervision by parents to children 6.2 Promote water safety at the venue 6.3 Educate patrons about safety practices
7. Active bathers	Not limited to: 7.1 Water bobbers 7.2 Corner jumpers 7.3 Side jumpers 7.4 Gutter grabbers / rope holders 7.5 Swimmers under diving boards 7.6 Disoriented people 7.7 Breath holders

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate**: 1.1 Demonstrated monitoring of aquatic surroundings, sorting and organizing venue patronage 1.2 Demonstrated assessments and response of distress incidents
2. Resource implications	**The following resources <u>MUST</u> be provided**: 2.1 Red and Yellow Uniform 2.2 Swimming Pool
3. Method of assessment	**Competency in this unit may be assessed through**: 3.1 Direct Observation 3.2 Oral interview 3.3 Written Evaluation
4.Context of assessment	4.1 Competency may be assessed individually in the actual workplace or simulation environment of TESDA accredited institutions. 4.2 Assessment shall be observed while task are being undertaken whether individually or in group

UNIT OF COMPETENCY : MONITOR WATER QUALITY FOR SWIMMING

UNIT CODE : SOC541305

UNIT DESCRIPTOR : This unit covers knowledge, skill and attitude to conduct water quality test for swimming pool, spring, river and marine / estuarine waters.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Perform chlorine level test at pool	1.1. Appropriate amount of water sample is retrieved in test tubes using chlorine testing kit. 1.2. Clarity and color of water sample is compared versus the sealed tubes provided in the test kit 1.3. Actual chlorine level is determined by reading the marked number in the most identical sealed tube of the test kit. 1.4. Rechecking chlorine level reading is repeated 1.5. Chlorine test result is recorded and notified to immediate superior 1.6. Records of chlorine level tested is maintained according to company policies and procedures	• **Trade Theory** o Operation of Chlorine Test Kit o Parameters of an acceptable chlorine level for bathing o Procedure for the conduct of chlorine level test in pool. • **Communication** o Oral and written communication • **Mathematics and Mensuration** o Volume reading of water sample o Comparison of water sample based on given color chart o Reading of test level. • ***Safety Practices*** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards • **Materials, Tools and Equipment: Uses, Specifications and Maintenance** o Parts and functions of Chlorine Test Kit o Proper cleaning and stowing of Test Kit	• Perform chlorine test procedure at pool • Determine appropriate chlorine level using the test kit. • Comprehend oral and written communication • Report writing • Ability to extract the required volume of water sample as read in test kit. • Determine the right matching color as in the test kit color chart • Read tested chlorine level • Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health. • Monitor maintenance system for Test Kit, tools and materials • Access PD856 article for immediate

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		• **Codes and Regulations** o Code on Sanitation of the Philippines 1998 (PD 856) by DOH Environmental Health Service • **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	reference of the sanitation cod • Practice personal values in an aquatic environment
2. Perform acidity/ alkalinity test at pools and natural bathing place	2.1 Test tube is filled out with appropriate amount of water sample using acidity/alkalinity testing kit. 2.2 Changed of color in water sample after dropping appropriate amount of testing solution is observed and compared versus the sealed tubes in the test kit. 2.3 Acidity or alkalinity level is determined based on the reading of the color in the sealed tube 2.4 Acidity/Alkalinity test result is recorded and immediately notified to superior	• **Trade Theory** o Operation of Acidity / Alkalinity Test Kit o Parameters of Acceptable Acidity / Alkalinity level for bathing o Test Procedure for the conduct of Acidity / Alkalinity level tests in pool. • **Communication** o Oral and written communication o Hand Signaling o Whistle Signaling • **Mathematics and Mensuration** o Volume reading of water sample o Comparison of water sample based on given color chart o Reading of test level.	• Perform acidity / alkalinity test procedure at pool • Determine appropriate acidity / alkalinity level using the test kit. • Ability to comprehend oral and written communication • Interpret hand and whistle communication • Ability to extract the required volume of water sample as read in test kit. • Determine the right matching color as in the test kit color chart • Read tested chlorine level • Practice in-house safety procedure on environmental

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	2.5 Record of acidity/alkalinity levels of water is maintained according to company policies and procedures	• ***Safety Practices*** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards • **Materials, Tools and Equipment: Uses, Specifications and Maintenance** o Parts and functions of Acidity/Alkalinity Test Kit o Proper cleaning and stowing of Test Kit • **Codes and Regulations** o Code on Sanitation of the Philippines 1998 (PD 856) by DOH Environmental Health Service • **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious o Flexible/adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	protection, good grooming and hygiene, occupational safety and health • Monitor maintenance system for Test Kit, tools and materials • Access PD856 article for immediate reference of the sanitation code • Practice personal values in an aquatic environment
3. Perform turbidity test of swimming pool water	3.1 15 cm (6inches) black disc is mounted at the deepest point of the pool 3.2 Clear Water is observed after black disc is already visible in	• **Trade Theory** o Set-up Procedures in Mounting the Test Reference Disc	• Set-up black disc at deepest underwater part of pool. • Observe clarity level of water visually.

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	all designated areas in the pool deck	• **Communication** o Oral communication o Hand Signaling o Whistle Signaling • **Mathematics and Mensuration** o Distance estimate o Visual clarity check • **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards • **Materials, Tools and Equipment: Uses, Specifications and Maintenance** o Parts and functions of metal black disc o Proper cleaning and stowing of test disc. • **Codes and Regulations** o Code on Sanitation of the Philippines 1998 (PD 856) by DOH Environmental Health Service • **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious o Flexible/ adaptable o Honest o Socially responsible o Dependable o Innovative o Alert o Systematic and organized o Committed o Creative o Patient o Determined	• Comprehend oral and written communication • Interpret hand and whistle communication • Define exact location to place the black disc in water • Judge visually the clarity of water • Practice in-house safety procedure on environmental protection, good grooming and hygiene, occupational safety and health • Monitor maintenance system for metal black disc, tools and materials • Access PD856 article for immediate reference of the sanitation code • Practice personal values in an aquatic environment

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
4. Retrieve water sample for submission to laboratory bacteriological quality test	4.1. Water sample is retrieved and placed in six 1 Liter bottles in accordance with the IRR of ***Code on sanitation of the Philippines 1998 (PD 856) for Public Swimming and Bathing Places.*** 4.2. Water samples are submitted to an accredited laboratory by DOH for bacteriological and ***fecal coliform analysis.*** 4.3. Immediate superior is notified of bacteriological test result.	• **Trade Theory** o Extracting and Handling of Water Sample at Pool o Procedure on Marine / Estuarine Water Sample Extraction • **Communication** o Oral and written communication o Hand Signaling o Whistle Signaling • **Mathematics and Mensuration** o Volume of water sample o Sealing of water sample for transport • **Safety Practices** o Environmental protection and concerns o Good grooming and personal hygiene o Occupational Safety and Health Standards • **Materials*, Tools* and Equipment: Uses, Specifications and Maintenance** o Parts and functions of sampling basins and containers. o Proper cleaning and stowing of containers. • **Codes *and Regulations*** o Code on Sanitation of the Philippines 1998 (PD 856) by DOH Environmental Health Service • **Values** o Self-esteem o Punctual/ o Time conscious o Environmental and pollution conscious	• Perform retrieval of water sample either by swimming or just beside a deck or by use of small craft. • Ability to comprehend oral and written communication • Interpret hand and whistle communication • Extract the required volume of water sample for laboratory tests • Keep water free from foreign contamination as delivered to the laboratory • Practice in-house safety procedure of environmental protection, good grooming and hygiene, occupational safety and health • Monitor maintenance system for water sample basins, tools and materials • Access PD856 article for immediate reference of the sanitation code • Practice personal values in an aquatic environment

ELEMENT	PERFORMANCE CRITERIA ***Italicized terms*** are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		○ Flexible/adaptable ○ Honest ○ Socially responsible ○ Dependable ○ Innovative ○ Alert ○ Systematic and organized ○ Committed ○ Creative ○ Patient ○ Determined	

RANGE OF VARIABLES

VARIABLE	RANGE
1. 1.Code on Sanitation of the Philippines (PD856)	May include but are not limited to: 1.1 Guidelines for Safe Pool Operation (GSPO) 1.2 Coastal Public Safety Guidelines
2. Fecal coliform analysis	May include but not limited to: 2.1 Standard procedures set by DENR on natural bodies of water used for bathing, swimming or contact recreation activities. 2.2 Guidelines set by the Code of Sanitation of the Philippines (PD856).

EVIDENCE GUIDE

1. Critical aspects of competency	**Assessment requires evidence that the candidate**: 1.1 Applied water quality monitoring for pools and marine Environments 1.2 Demonstrated knowledge of acceptable parameters on chlorine, acidity/alkalinity and turbidity.
2. Resource implications	**The following resources <u>MUST</u> be provided**: 2.1 Red and yellow uniform 2.2 Swimming pool 2.3 Marine aquatic locations
3. Method of assessment	**Competency in this unit may be assessed through**: 3.1 Demonstration with questioning 3.2 Interview
4. Context of assessment	4.1 Competency assessment may occur in workplace or any appropriately simulated environment 4.2 Assessment shall be observed while task are being undertaken whether individually or in group

SECTION 3 TRAINING ARRANGEMENTS

These standards are set to provide technical and vocational education and training (TVET) providers with information and other important requirements to consider when designing training programs for **LIFEGUARD SERVICES NCII.**

They include information on curriculum design; training delivery; trainee entry requirements; tools and equipment; training facilities; and trainer's qualification.

3.1 CURRICULUM DESIGN

TESDA shall provide training on the development of competency-based curricula to enable training providers develop their own curricula with the components mentioned below.

Delivery of knowledge requirements for the basic, common and core units of competency specifically in the areas of mathematics, science/technology, communication/language and other academic subjects shall be contextualized. To this end, TVET providers shall develop a Contextual Learning Matrix (CLM) to include also green technology, issues on health and drugs and cater to persons with disabilities (PWD's).

Course Title: **LIFEGUARD SERVICES** **NC Level** **NC II**

Nominal Training Duration:

	20 hrs	Basic Competencies
	240 hrs	Common Competencies
	720 hrs	Core Competencies
Total	**980 hrs**	

Course Description:

This course is designed to enhance the knowledge, desirable attitudes and skills of an aquatic lifesaver or pool lifeguard and in accordance with industry standards. It covers competencies for prevention of drowning and other aquatic accidents mainly at still waters such as swimming pool in public recreation facilities, hotels, resorts and condominiums or homes. Subjects taught likewise develop skills in water safety, lifesaving and rescue at open water environments such as in rivers, lakes and beaches.

To obtain this, all units prescribed for this qualification must be achieved.

BASIC COMPETENCIES
20 HRS

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Participate in workplace communication	1.1 Obtain and convey workplace information	• Describe Organizational policies	• Group discussion	• Oral evaluation	4 Hours
		• Read: o Effective communication	• Lecture	• Written examination	
		o Written communication			
		o Communication procedures and systems			
		• Identify: o Different modes of communication			
		o Medium of communication			
		o Flow of communication			
		o Available technology relevant to the enterprise and the individual's work responsibilities			
		• Prepare different Types of question	• Demonstration	• Observation	
		• Gather different sources of information			
		• Apply storage system in establishing workplace information			
		• Demonstrate Telephone courtesy			
	1.2 Complete relevant work related documents	• Describe Communication procedures and systems	• Group discussion	• Oral evaluation	
		• Read: o Meeting protocols	• Lecture	• Written examination	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		○ Nature of workplace meetings ○ Workplace interactions ○ Barriers of communication	• Lecture	• Written examination	
		• Complete work related documents	• Demonstration	• Observation	
		• Read instructions on work related forms/documents	• Lecture	• Written examination	
		• Practice:			
		○ Estimate, calculate and record routine workplace measures ○ Basic mathematical processes of addition, subtraction, division and multiplication	• Demonstration	• Observation	
		• Demonstrate office activities in: ○ workplace meetings and discussions scenario	• Role play	• Oral evaluation • Observation	
		• Perform workplace duties scenario following simple written notices	• Role play	• Oral evaluation • Observation	
		• Follow simple spoken language	• Demonstration	• Observation	
		• Identify the different Non-verbal communication	• Lecture	• Written examination	
		• Demonstrate ability to relate to people of social range in the workplace • Gather and provide information in response to workplace requirements	• Demonstration	• Observation	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.3 Participate in workplace meeting and discussion	• Identify: o types of workplace documents and forms	• Lecture	• Written examination	
		o kinds of workplace report			
		o Available technology relevant to the enterprise and the individual's work responsibilities			
		• Read and follow instructions in applying basic mathematical concepts			
		• Follow simple spoken language	• Demonstration	• Observation	
		• Demonstrate ability to relate to people of social range in the workplace	• Demonstration	• Observation	
		• Gather and provide information in response to workplace requirements			
2. Work in a team environment	2.1 Describe and identify team role and responsibility in a team.	• Describe the team role and scope	• Group discussion	• Oral evaluation	4 Hours
		• Read o Definition of Team	• Lecture	• Written examination	
		o Difference between team and group			
		o Objectives and goals of team			
		• Identify different sources of information			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	2.2 Describe work as a team	• Describe team goals and objectives	• Group discussion	• Oral evaluation	
		• Perform in setting team goals and expectations scenario	• Role play	• Oral evaluation • Observation	
		• Identify ○ individual role and responsibility	• Lecture	• Written examination	
		• Practice Interacting effectively with others	• Group discussion	• Oral evaluation	
		• Read: ○ Fundamental rights at work including gender sensitivity ○ Understanding individual competencies relative to teamwork ○ Types of individuals ○ Role of leaders	• Lecture	• Written examination	
3. Practice career professionalism	3.1 Integrate personal objectives with organizational goals	• Describe performance evaluation	• Group discussion	• Oral evaluation	6 Hours
		• Read: ○ Work values and ethics (Code of Conduct, Code of Ethics, etc.) ○ Understanding personal objectives ○ Understanding organizational goals	• Lecture	• Written examination	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate Intra and Interpersonal skills at work	• Demonstration	• Observation	
		• Demonstrate personal commitment in work			
	3.2 Set and meet work priorities	• Describe company policies, operations, procedures and standards	• Group discussion	• Oral evaluation	
		• Read:	• Lecture	• Written examination	
		○ Time Management			
		○ Basic strategic planning concepts			
		○ Resource utilization and management			
		• Apply managing goals and time	• Demonstration	• Observation	
		• Practice: ○ economic use of resources and facilities	• Demonstration	• Observation	
		○ time management			
	3.3 Maintain professional growth and development	• Describe company recognition and incentives	• Group discussion	• Oral evaluation	
		• Read:	• Lecture	• Written examination	
		○ Career development opportunities			
		○ Information on relevant licenses and or certifications			
		○ personal career development needs			
		• Identify career opportunities			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Determine personal career development needs	• Group discussion	• Oral evaluation	
4. Practice occupational health and safety	4.1 Identify hazard and risks	• Describe OSH procedures, practices and regulations	• Group discussion	• Oral evaluation	6 Hours
		• Read o OSH indicators o Organizational contingency practices • Practice hazards/risks identification and control	• Lecture	• Written examination	
	4.2 Evaluate hazard and risks	• Describe effects of safety hazards	• Group discussion	• Oral evaluation	
		• Read o Threshold Limit Value –TLV	• Lecture	• Written examination	
		• Practice reporting safety hazards	• Role play	• Observation	
		• Demonstrate evaluating hazards and risks using communication equipment	• Demonstration	• Observation	
	4.3 Control hazards and risks	• Describe : o Organization safety and health protocol o Company emergency procedure practices	• Group discussion	• Oral evaluation	
		• Practice personal hygiene	• Demonstration	• Observation	
		• Practice drills on responding to emergency	• Demonstration • Simulation	• Observation	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	4.4 Maintain occupational health and safety awareness	• Identify emergency-related drills information	• Lecture	• Written examination	
		• Practice occupational safety and health standards on personal records in the workplace	• Role play	• Observation	
		• Practice emergency related drills in the workplace	• Demonstration • Simulation	• Observation	

COMMON COMPETENCIES
240 HRS

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Demonstrate Knowledge and Skills on Water Safety	1.1 Implement the Aqua code	• Read: o The Principle of Aquacode - G = go together - S = stay afloat and wave - R = reach to rescue	• Lecture	• Written examination	80 Hours
		o Definition of Drowning			
		o Water Safety			
		o Safety consideration as a Lifesaver			
		o Prevention of aquatic emergencies			
		• Practice buddy system, calmly waving while floating in water and conduct reach rescue using a stick or a rope.	• Demonstration	• Observation	
		• Estimate distance to safety and feel depth of water.			
		• Prepare materials, specification and maintenance of swim wear, eye wear, foot wear and throw line or rope			
		• Read environmental protection and concerns	• Lecture	• Written Test	
		• Practice in-house safety procedure on environmental protection, good grooming and hygiene, occupational safety and health standards	• Demonstration	• Observation	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Prepare red and yellow uniform, sun protection devices rehydration fluids, and mobile phones for emergency services.	• Demonstration	• Observation	
		• Practice 5s in safekeeping wet personal wears and lifesaving aids			
		• Practice good grooming and personal hygiene			
		• Demonstrate ability to comprehend oral and written communication			
		• Apply personal values in an aquatic environment			
	1.2 Use Recognized Clothing and Outdoor Protective Devices	• Read: ○ Getting Ready for Aquatic Works ○ Sun Safety ○ Red and Yellow Lifeguard Uniform	• Lecture	• Written examination	
		• Demonstrate applying skin sunscreen and proper wearing of lifeguard uniform, swim wear, eyewear, tents and first aid bag.	• Demonstration	• Observation	
		• Demonstrate ability to comprehend oral and written communication			
		• Apply personal values in an aquatic environment			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.3 Interpret Standard Water Safety Flags and Signs	• Describe Pool Signage	• Group Discussion	• Oral evaluation	
		• Read: Water Safety and Beach Flags Operation ○ Standard Water Safety Information and permissive, regulatory and warning signs ○ Typeface for text and distance factor for externally illuminated safety signs	• Lecture	• Written examination	
		• Practice proper hoisting and taking down water safety flags • Demonstrate Inspection, maintenance and storage of flags, flag-poles and signage • Demonstrate correct anchoring and unfastening of flag-pole • Demonstrate ability to comprehend oral and written communication • Apply personal values in an aquatic environment	• Demonstration	• Observation	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.4 Spot Dangers of Different Aquatic Environments	• Describe safety guidelines for rivers, lakes, ponds, beaches, pools and home or condominium aquatic environment	• Group Discussion	• Oral evaluation	
		• Read the dangers at different aquatic environments : ○ rivers ○ lakes ○ ponds ○ beaches ○ pools and ○ home or condominium aquatic environment	• Lecture	• Written examination	
		• Read and describe the Factors that may vary water flow and current in river, lake, beach and ocean.			
		• Demonstrate detecting presence of crumbling banks, uneven river beds and submerged obstacles in rivers, creeks and waterholes.	• Demonstration	• Observation	
		• Identify whirlpool in the water and reverse currents near the riverbank, rocks or semi-submerged obstacle	• Lecture	• Written examination	
		• Read instructions on recognizing strong current (Swift Water) at river entry points of lakes, dams and lagoons.			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Practice detecting strong currents (Swift Water) caused by irrigation pumps and channels in ponds or farms.	• Demonstration	• Observation	
		• Read and follow instructions on how to distinguish presence of cold water, surging waves, tidal and rip current in beaches and surf.	• Lecture	• Written examination	
		• Inspect condition of fences, barriers and gates of public and home or condominium pools.	• Demonstration	• Observation	
		• Monitor weather forecasts environment			
	1.5 Follow Safety Guidelines for Different Aquatic Activities	• Describe Safety Guidelines at different Aquatic Activities: ○ Swimming at swimming pools	• Group Discussion	• Oral evaluation	
		○ Swimming at beaches			
		○ Swimming in waves			
		○ Swimming at rivers			
		○ Safe fishing			
		○ Safe watercraft recreation			
		○ Safe surfing			
		○ Safe recreational diving and snorkeling			
		○ Conduct of Water Safety Education and Programs			
		• Demonstrate implementation of safety guidelines for different aquatic activities	• Demonstration	• Observation	
		• Identify different types of PFDs	• Lecture	• Written examination	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate swimming drills on the following activities: ○ orient body at an angle to current flow, facing upstream for survival at river	• Demonstration • Simulated Emergency Response Scenarios	• Observation	
		○ Swim parallel with the waves to escape rip current in beach			
		○ Float and wave			
		○ Swim inside a rip current (simulating inability to escape a rip)			
		• Practice choosing and putting on a PFD on land or water	• Demonstration	• Observation	
		• Demonstrate sharing a PFD as a flotation support to a person			
		• Demonstrate ability to comprehend oral and written communication	• Demonstration	• Observation	
		• Apply personal values in an aquatic environment			
2. Perform Resuscitation (CPR + ILCOR + After Care)	2.1 Recognize the function of human respiratory system	• Describe how oxygen is transported to cells of the brain, heart and lungs and how carbon dioxide is removed in conjunction with circulatory system	• Group Discussion	• Oral evaluation	60 Hours
		• Read: ○ Function and design of human respiratory system	• Lecture	• Written examination	
		○ Volume of air intake through the mouth			
		○ Air Composition during Inspiration and Expiration			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		○ Functions of trachea and alveoli ○ The exchange of gases at alveolus through bronchioles. ○ Air route to the lungs	• Lecture	• Written examination	
		• Practice drills on resuscitation to maintain skills	• Demonstration	• Observation	
		• Perform clearing and maintaining open airway by head tilting and chin lifting.	• Simulated Emergency Response Scenarios	• Observation	
		• Monitor maintenance system for multimedia illustrations of human respiratory system	• Demonstration	• Observation	
		• Demonstrate ability to comprehend oral and written communication • Apply personal values in classroom and in an aquatic environment	• Demonstration	• Observation	
	2.2 Determine the function of human circulatory system	• Describe the design and function of circulatory system	• Group Discussion	• Oral evaluation	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Read: ○ How the body cells are enabled to accept oxygen and glucose	• Lecture	• Written examination	
		○ Position of the heart with respect to the chest and sternum.			
		○ The thoracic cage and heart.			
		• Demonstrate locating compression point for CPR	• Demonstration • Simulated Emergency Response Scenarios	• Observation	
		• Practice drills on resuscitation to maintain skills			
		• Demonstrate the ability to comprehend oral and written communication			
		• Apply personal values in classroom and in an aquatic environment	• Demonstration	• Observation	
	2.3 Apply resuscitation	• Describe the circumstances of respiratory failure	• Group Discussion	• Oral evaluation	
		• Read: ○ Early detecting the Cause of Respiratory Failure	• Lectures	• Written examination	
		○ The Signs of Life			
		○ The Chain of Survival			
		○ Resuscitation Flow Chart			
		○ Resuscitation Action Plan (DRSABCD)			
		○ ILCOR and ILS			
		• Identify CPR techniques including modification for infants and pregnant women			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Practice resuscitation for adult victim, pregnant women and infants	• Demonstration • Simulated Emergency Response Scenarios	• Observation	
		• Apply 5's	• Demonstration	• Observation	
		• Practice cleaning and safekeeping of manikins and mask			
		• Demonstrate ability to comprehend oral and written communication			
		• Apply personal values in classroom and in an aquatic environment			
	2.4 Follow after care procedures to drowning victim	• Describe General After Care Guidelines	• Group discussion	• Oral evaluation	
		• Practice drills on: ○ positioning victim to recovery Position when signs of life appear	• Demonstration • Simulated Emergency Response Scenarios	• Observation	
		○ transporting victim to hospital and use of oxygen			
		• Apply 5's in implementing after care procedure	• Demonstration	• Observation	
		• Demonstrate ability to comprehend oral and written communication			
		• Apply personal values in classroom and in an aquatic environment			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
3. Provide Emergency Care (First Aid)	3.1 Assess aquatic emergency situation	• Describe emergency situation assessment and triage application	• Group Discussion	• Oral evaluation	60 Hours
		• Read: o Usage of available first aid kit or bag.	• Lecture	• Written examination	
		o Order of treatment and evacuation at triage			
		• Identify procedure for aquatic emergency assessment to include applicable land-based emergencies such as heart attack and vehicle accidents			
		• Perform aquatic emergency assessment to include applicable land-based emergencies such as heart attack and vehicle accidents	• Demonstration • Simulated Emergency Response Scenarios	• Observation	
		• Perform cleaning and maintaining first aid kit or bag, first aid log and emergency hygiene packs.	• Demonstration	• Observation	
		• Demonstrate ability to comprehend oral and written communication			
		• Apply personal values in classroom and in an aquatic environment			
	3.2 Apply first aid	• Read: o Basic aid (rescue, care and management) in aquatic emergencies	• Lecture	• Written examination	
		o Analysis of data, sorting and allocating aid to provide order at triage situation			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		○ First aid record and compilation • Identify the different equipment used in an aquatic emergency	• Lecture	• Written examination	
		• Practice First aid drills for usual aquatic injury	• Demonstration • Simulated Emergency Response Scenarios	• Observation	
		• Perform the following activities in an emergency: ○ Calling ambulance emergency service ○ Assist lifting and carrying of victim for transport to hospital.	• Demonstration • Structured Learning Experience (SLE)	• Observation	
		• Practice hygiene in emergency situation	• Demonstration	• Observation	
		• Practice occupational safety and health standards by disposing hygiene packs and cleaning of treatment area • Demonstrate ability to comprehend oral and written communication • Apply personal values in classroom and in an aquatic environment	• Demonstration	• Observation	
	3.3 Communicate details of incident	• Describe context of first aid or incident report form	• Group Discussion	• Oral evaluation	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Read instructions on: ○ Filling out Incident /First Aid Report Form	• Lecture	• Written examination	
		○ Turning-over a copy of Incident/First Aid Report to responding emergency service			
		○ Maintaining Incident/first aid report compilation			
		○ Emergency Log Procedure			
		• Comprehend oral and written communication	• Demonstration	• Observation	
		• Apply personal values in classroom and in an aquatic environment			
4. Perform Lifeguarding Hand and Whistle Signals	4.1 Specify hand and whistle signals for inter-lifeguard communication	• Describe Hand and whistle signaling	• Group Discussion	• Oral evaluation	40 Hours
		• Prepare material specification of Blast Whistle for Lifeguards	• Demonstration	• Observation	
		• Demonstrate cleaning and maintaining Lifeguard Blast whistle			
		• Execute hand and whistle signals for inter- lifeguard communication	• Demonstration	• Observation	
		• Comprehend oral and written communication	• Demonstration	• Observation	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Apply personal values in classroom and in an aquatic environment	• Demonstration	• Observation	
	4.2 Demonstrate whistle and hand signals as transmitter and receiver	• Describe Inter-lifeguard communication using hand and whistle signals	• Group Discussion	• Oral evaluation	
		• Prepare material specification of Blast Whistle for Lifeguards	• Lecture	• Written examination	
		• Demonstrate ability to transmit hand and whistle signals and concisely receive, clarified and action carried as signaled	• Demonstration	• Observation	
		• Comprehend oral and written communication	• Demonstration	• Observation	
		• Apply personal values in classroom and in an aquatic environment	• Demonstration	• Observation	

CORE COMPETENCIES
720 HRS

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Perform water-based skills in a pool environment	1.1 Demonstrate safe water entry and exit	• Describe Standard on PFD Classification t Type 1 to 3 and ILS Lifesaving Position Statement on Basic Aquatic Survival Skills	• Group Discussion	• Oral evaluation	40 Hours
		• Read water entry and exit procedures on Swimming and Lifesaving	• Lecture	• Written Test	
		• Identify the different methods of safe water entries and water exits			
		• Follow the different methods of water entry and water exit	• Demonstration	• Observation	
		• Video presentation on safe water entry and exit	• Video viewing	• Oral evaluation • Interview	
		• Perform deep water entry and shallow water exit	• Demonstration	• Observation	
		• Demonstrate ability to interpret hand and whistle communication	• Demonstration • Simulated Emergency Response Scenarios	• Observation • Oral evaluation	
		• Practice detecting depth, state of water bottom and determine distance from safety position			
		• Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health	• Lecture • Demonstration	• Written Test • Observation	
		• Apply personal values in an aquatic environment	• Demonstration	• Observation	
	1.2 Conduct floating and water treading	• Describe Standard on PFD Classification t Type 1 to 3 and ILS Position Statement LPS 15 on Basic Aquatic Survival Skills	• Lecture	• Written Test	40 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Read the procedures in floating and water treading	• Lecture	• Written Test	
		• Apply care and maintenance of personal flotation devices (PFDs) o Clean and stow PFDs o Store and safe keep PFDs o 5'S	• Demonstration	• Observation	
		• Identify the Parts and functions of Personal Flotation Devices(PFDs)	• Lecture	Written Test	
		• Practice: o Use of PFD on land or in water o Sharing a PFD as a flotation support o Wearing PFD in getting in and out of the water	• Demonstration	• Observation	
		• Practice determining exact angle of body orientation and ability to use and read phase/clock timing	• Demonstration	• Observation	
		• Describe the techniques for sculling, propulsion and travelling in water	• Group Discussion	• Oral evaluation	
		• Identify the different techniques for sculling, propulsion and travelling in water	• Lecture	• Written Test	
		• Practice sculling in shallow and chest-deep waters	• Demonstration	• Observation	
		• Perform survival sculling as a method to stay afloat at same position in water.	• Demonstration • Simulated Emergency Response Scenarios	• Observation • Oral evaluation	
		• Demonstrate ability to enter water safely	• Demonstration	• Oral evaluation Observation	
		• Demonstrate the different ways			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		of floating and water treading			
		• Practice sculling in shallow and chest-deep waters for survival and as a method to stay afloat at same position in water:	• Demonstration	• Observation • Oral evaluation	
		○ Apply feet first and head first sculling			
		○ Practice sculling for forward and backward movement in water.			
		○ Practice horizontal and vertical body rotation to establish balance and control in the water.	• Demonstration	• Observation • Oral evaluation	
		• Demonstrate eggbeater kick for water treading and perform front and back float to develop body orientation and establish balance and control in the water	• Demonstration	• Observation • Oral evaluation	
		• Demonstrate ability to comprehend oral and written communication	• Demonstration	• Observation	
		• Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health	• Demonstration	• Observation	
		• Apply personal values in an aquatic environment	• Demonstration	• Observation	
	1.3 Demonstrate survival swimming in a pool environment	• Read the procedures and policies for swimming and lifesaving strokes	• Lecture • Simulated Emergency Response Scenarios	• Written Test	40 Hours
		• Read instructions on survival swimming strategies and techniques	• Lecture	• Written Test	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Video presentation on survival swimming	• Video viewing	• Interview • Oral evaluation	
		• Follow instructions on underwater swimming following escaping, searching and safety issues	• Lecture	• Written Test	
		• Demonstrate retrieval of objects underwater	• Demonstration	• Observation	
		• Swim free style, backstroke, breaststroke, sidestroke and survival backstroke • Swim 400 meters distance in 10 minutes at pool	• Simulated Emergency Response Scenarios • Demonstration	• Observation	
		• Practice determining 1.1 Distance from pool safety edge 1.2 Angle Orientation Estimates 1.3 Period in 400 meters distance swim.	• Demonstration	• Observation	
		• Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health	• Lecture • Demonstration	• Written Test • Observation	
		• Demonstrate ability to comprehend oral and written communication	• Demonstration	• Observation	
		• Apply personal values in an aquatic environment	• Demonstration	• Observation	
	1.4 Demonstrate ability to swim underwater	• Describe rules and regulations on selecting surface dives	• Group Discussion	• Oral evaluation	40 Hours
		• Read Guidelines for Safe Pool Operation (GSPO) and	• Lecture	• Written Test	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		Handbook on Swim and Survive Program			
		• Demonstrate surface dive skills for different aquatic environment.	• Demonstration	• Written Test	
		• Perform individual search procedure at shallow water	• Demonstration	• Observation	
		• Apply escape technique for underwater entrapment	• Demonstration • Simulated Emergency Response Scenarios	• Observation	
		• Practice drills on remaining calm and make escape plan from entrapment.	• Demonstration	• Observation	
		• Apply hand and whistle (blast whistle) communication	• Demonstration	• Observation	
		• Read instructions on underwater swimming techniques	• Lecture	• Written Test	
		• Video presentation on swimming underwater	• Video viewing	• Interview • Oral evaluation	
		• Perform water treading and underwater skills simultaneous with the removal of clothing and foot wears.	• Demonstration	• Observation	
		• Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health	• Demonstration	• Observation	
		• Apply personal values in an aquatic environment	• Demonstration	• Observation	
2. Demonstrate non-contact	2.1 Talk rescue with victims	• Describe basic aquatic rescue principles and priority order of	• Group Discussion	• Oral evaluation	25 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
water rescue		non-swimming rescue			
		• Read and apply instructions on the strategies in talk Rescue	• Lecture	• Written Test	
		• Video presentation of non-contact water rescue – Talk-in rescuing with victims	• Video viewing	• Interview • Oral evaluation	
		• Apply non-contact rescue technique based on his/her swimming ability, condition of victim and rescue condition	• Demonstration	• Observation	
		• Conduct talk rescue to conscious victim who is capable of responding to instructions and is close enough to see gestures and hear voice.	• Demonstration	• Observation	
		• Demonstrate ability to comprehend oral and written communication			
		• Apply personal values in an aquatic environment	• Demonstration	• Observation	
	2.2 Reach out to victim	• Identify different kinds, parts and functions of lifesaving implements such as rescue tubes, poles, paddles, ropes, towels etc.	• Lecture	• Written Test • Observation	25 Hours
		• Video presentation of non-contact water rescue – reaching out to victims	• Video viewing	• Interview • Oral Evaluation	
		• Conduct reach rescue when victim is near the edge having fallen in the water.	• Demonstration • Simulated Emergency Response Scenarios	• Observation	
		• Practice drills in choosing appropriate and available rescue aid for reach rescue			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate ability to comprehend oral and written communication • Apply personal values in an aquatic environment	• Demonstration	• Observation	
	2.3 Throw buoyant aid to victim	• Read and apply instructions on the procedures in throw rescue • Identify the different buoyant aids	• Lecture	• Written Test • Observation	25 Hours
		• Practice handling different buoyant aids	• Demonstration • Simulated Emergency Response Scenarios	• Observation	
		• Video presentation of non-contact water rescue – throwing buoyant aid to victim	• Video viewing	• Interview • Oral Evaluation	
		• Demonstrate throwing buoyant aid when victim is too far away to carry out a reach rescue.	• Demonstration	• Observation	
		• Demonstrate ability to comprehend oral and written communication • Apply personal values in aquatic environment	• Demonstration	• Observation	
	2.4 Approach / wade toward the victim	• Read the risks in attempting a wade rescue in: ○ Demonstrating self-preservation while attempting rescue ○ Applying order of priority in non-contact rescue techniques to lessen risk to	• Lecture	• Written Test • Observation	25 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		self			
		• Video presentation on wade rescue techniques	• Video viewing	• Interview • Oral evaluation	
		• Video presentation of non-contact water rescue – reaching out to victims	• Video viewing	• Interview • Oral Evaluation	
		• Conduct wade rescue after attempts to reach and throw have been unsuccessful and the depth, current, and water temperature permit a safe entry	• Demonstration	• Observation	
		• Demonstrate ability to comprehend oral and written communication	• Demonstration	• Observation	
		• Apply personal values in aquatic environment			
	2.5 Row toward victim using small craft	• Read and apply instructions on the techniques for using small craft in water rescue	• Lecture/ Group Discussion • Simulated Emergency Response Scenarios	• Written Test • Observation	40 hours
		• Video presentation of non-contact water rescue – rowing toward victim with small boat	• Video viewing	• Interview • Oral Evaluation	
		• Demonstrate row when it is not possible to perform reach, throw and wade rescue because of depth of water	• Demonstration	• Observation	
		• Demonstrate ability to comprehend oral and written communication	• Demonstration	• Observation	
		• Apply personal values in aquatic environment			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
3. Demonstrate contact water rescue	3.1. Monitor aquatic surroundings	• Describe the Guidelines for Safe Pool Operation (GSPO	• Group Discussion	• Oral evaluation	25 hours
		• Read materials, specification and maintenance of blast whistle, multimedia illustrations for rescue performance	• Lecture	• Written Test	
		• Read the Rescue Principles: Four Steps in rescue	• Lecture	• Written Test	
		• Read and follow instructions on assessment procedures in contact rescue with conscious victim			
		• Practice Contact Rescue Techniques for conscious victim	• Demonstration	• Observation	
		• Apply Buddy and check-in system, water checks and safety stops			
		• Practice drills in using personal Flotation Devices (PFDs) and Rescue Tube			
		• Demonstrate ability to judge condition of a victim in aquatic emergency	• Demonstration	• Observation	
		• Apply defensive position in approaching victim for rescue			
		• Video presentation of contact water rescue – observing aquatic surroundings	• Video viewing	• Interview • Oral Evaluation	
		• Practice swimming for endurance while carrying or towing a conscious victim with buoyant aid	• Demonstration	• Observation	
		• Demonstrate ability to comprehend oral and written	• Demonstration	• Observation	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		communication			
		• Apply personal values in aquatic environment			
	3.2. Perform contact rescue with unconscious victim	• Read instructions on contact rescue techniques for unconscious victim	• Lecture	• Written Test • Observation	25 hours
		• Demonstrate ability to judge condition of a victim at aquatic environment	• Demonstration	• Observation	
		• Follow buddy and check-in system, water checks and safety stops			
		• Check the condition of a victim at aquatic environment			
		• Video presentation of contact water rescue – rescuing unconscious victim	• Video viewing	• Interview • Oral Evaluation	
		• Perform defensive position always in approaching victim for rescue	• Demonstration • Simulated Emergency Response Scenarios	• Observation	
		• Perform Expired Air Resuscitation (EAR) to victim while in water			
		• Demonstrate ability to comprehend oral and written communication	• Demonstration	• Observation	
		• Apply personal values in aquatic environment			
	3.3. Simulate recovery of a submerged person	• Read and apply techniques for : - underwater swimming and surface diving - locating and reaching a submerged person	• Lecture • Demonstration	• Written Test • Observation	25 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate ability to judge condition of a victim in aquatic emergency	• Demonstration	• Observation	
		• Simulate recovery of victim using manikin positioned underwater	• Demonstration • Simulated Emergency Response Scenarios	• Observation	
		• Video presentation of contact water rescue – recovering submerged victim	• Video viewing	• Interview • Oral Evaluation	
		• Follow buddy and check-in system, water checks and safety stops	• Demonstration	• Observation	
		• Check the condition of a victim at aquatic environment			
		• Demonstrate ability to comprehend oral and written communication	• Demonstration	• Observation	
		• Apply personal values in aquatic environment			
	3.4. Demonstrate underwater search for a submerge victim	• Read shallow and deep water search techniques	• Lecture	• Written Test	25 hours
		• Perform endurance underwater swim while reaching and carrying manikin	• Demonstration • Simulated Emergency Response Scenarios	• Observation	
		• Video presentation of contact water rescue – underwater search for submerged victim	• Video viewing	• Interview • Oral Evaluation	
		• Demonstrate ability to	• Demonstration	• Observation	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		comprehend oral and written communication			
		• Apply personal values in aquatic environment			
	3.5. Manage aquatic spinal cord injury	• Describe Lifeguard Checklist-Spinal Management Summary	• Group Discussion	• Oral Evaluation	30 hours
		• Read and follow instructions on Head and Neck immobilization techniques	• Group Discussion • Demonstration	• Written Test • Observation	
		• Demonstrate use of spine board, head immobilizer and straps for removing of spine injury victim	• Demonstration • Simulated Emergency Response Scenarios	• Observation	
		• Video presentation of contact water rescue – managing aquatic spinal cord injury	• Video viewing	• Interview • Oral Evaluation	
		• Follow procedure for removing spine injury victim from shallow or deep water	• Demonstration	• Observation	
		• Perform Expired Air Resuscitation (EAR) to victim while in water			
		• Demonstrate ability to comprehend oral and written communication	• Demonstration	• Observation	
		• Apply personal values in aquatic environment			
	3.6. Demonstrate landing (from water) a person in difficulty	• Describe the categories of Landing	• Group Discussion	• Oral evaluation • Observation	30 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Video presentation of contact water rescue – landing a person in difficulty	• Video viewing	• Interview • Oral Evaluation	
		• Demonstrate ability to select and adopt appropriate landing method for a given situation	• Demonstration	• Observation	
		• Perform drills for removal of victim from water and selecting landing point of lesser interruption in performing resuscitation	• Demonstration • Simulated Emergency Response Scenarios	• Observation	
		• Demonstrate ability to comprehend oral and written communication	• Demonstration	• Observation	
		• Apply personal values in aquatic environment			
4. Perform lifeguarding scanning	4.1. Monitor aquatic surroundings	• Describe the Principles of scanning	• Group Discussion	• Oral Evaluation	40 hours
		• Read The Senses and what they tell us	• Lecture	• Written Test	
		• Familiarize characteristic sights, sounds, patterns and rhythms of activity considered normal and unique to an aquatic venue being served			
		• Identify the different scanning strategies, methodology and techniques.			
		• Demonstrate monitoring of aquatic surroundings, sorting and organizing venue patronage	• Demonstration	• Observation	
		• Identify hazards and danger points in aquatic venues	• Lecture	• Written Test	
		• Video presentation on executing contact rescue with conscious victim	• Video viewing	• Interview • Oral Evaluation	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Perform effective scanning of aquatic zone by performing repeated sweeps within 5 minutes and at the least time allows focusing on each patron at least once	• Demonstration • Simulated Emergency Response Scenarios	• Observation	
		• Demonstrate ability to comprehend oral and written communication	• Demonstration	• Observation	
		• Apply personal values in aquatic environment			
	4.2. Organize and sort aquatic venue patronage	• Describe detecting potential trouble based in physical appearance and behavior of bather	• Group Discussion	• Oral evaluation	40 hours
		• Demonstrate ability to know medical history and communicate with patrons	• Demonstration	• Observation	
		• Read and follow : o Principle of a Scanning Strategy o Four P's of Scanning	• Lecture	• Written Test	
		o Supervision of scanning patterns o Scanning techniques in supervising swimmers o Prevention of emergency through supervision of venue. o Head counting, grouping, mental filing, profile matching and tracking for purposes of accounting patrons in aquatic	• Lecture • Demonstration	• Written Test • Observation	
		• Video presentation on organizing and sorting aquatic venue patronage	• Video viewing	• Interview • Oral Evaluation	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Demonstrate ability to comprehend oral and written communication	• Demonstration	• Observation	
		• Apply personal values in aquatic environment			
	4.3. Recognize aquatic accidents	• Describe appearance and behavioral indicators of a troubled patron.	• Group Discussion	• Oral Evaluation	60 hours
		• Demonstrate assessments and response of distress incidents	• Demonstration	• Observation	
		• Video presentation on aquatic accidents	• Video viewing	• Interview • Oral Evaluation	
		• Describe anticipated/expected problems or accidents by recognizing indicators based on appearance and behavior of bathers	• Group Discussion	• Oral Evaluation	
		• Demonstrate ability to: o directly ask people if they need help o ask support needs for assistance by other lifeguards positioned afar o supervise closely for physically- abled and pregnant bathers	• Demonstration	• Observation	
		• Demonstrate ability to comprehend oral and written communication	• Demonstration	• Observation	
		• Apply personal values in aquatic environment	• Demonstration	• Observation	
5. Monitor water quality for swimming	5.1. Perform chlorine level test at pool	• Describe operation of Chlorine Test Kit	• Group Discussion	• Oral Evaluation	30 hours
		• Read procedure for the conduct	• Lecture	• Written Test	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		of chlorine level test in pool			
		• Video presentation on performing chlorine level test	• Video viewing	• Interview • Oral Evaluation	
		• Demonstrate knowledge of acceptable parameters on chlorine, acidity/alkalinity and turbidity.	• Demonstration	• Observation	
		• Apply parameters of an acceptable chlorine level for bathing			
		• Perform chlorine test procedure at pool			
		• Read test level of chlorine using test kit.	• Lecture	• Written Test	
		• Calibrate and maintain test kit	• Demonstration	• Observation	
		• Demonstrate ability to comprehend oral and written communication			
		• Report writing			
		• Apply personal values in an aquatic environment			
	5.2. Perform acidity/ alkalinity test at pools and natural bathing place	• Describe Operation of Acidity / Alkalinity Test Kit	• Group Discussion	• Oral evaluation	30 hours
		• Apply Parameters of Acceptable Acidity / Alkalinity level for bathing	• Demonstration	• Observation	
		• Read instructions of Test Procedure for the conduct of Acidity / Alkalinity level tests in Pool	• Lecture	• Written Test	
		• Perform acidity / alkalinity test	• Demonstration	• Observation	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		procedure at pool			
		• Read test acidity / alkalinity level using the test kit.	• Lecture	• Written Test	
		• Demonstrate ability to comprehend oral and written communication	• Demonstration	• Observation	
		• Apply personal values in an aquatic environment			
	5.3. Perform turbidity test of swimming pool water	• Read Set-up Procedures in Mounting the Test Reference Disc	• Lecture	• Written Test	30 hours
		• Swim to set-up black disc at deepest underwater part of pool.	• Demonstration	• Observation	
		• Observe clarity level of water visually			
		• Comprehend oral and written communication			
		• Report writing	• Demonstration	• Observation	
		• Apply personal values in an aquatic environment			
	5.4. Retrieve water sample for submission to laboratory bacteriological quality test	• Describe Procedure on Marine / Estuarine Water Sample Extraction	• Group Discussion	• Oral evaluation	30 hours
		• Read instructions on applying water quality monitoring for pools and marine environments	• Lecture	• Written Test	
		• Video presentation on retrieving water sample for quality testing	• Video viewing	• Interview • Oral Evaluation	
		• Perform retrieval of water sample either by swimming or just beside a deck or by use of small craft.	• Demonstration	• Observation	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		• Practice keeping water sample free from foreign contamination as delivered to the laboratory • Demonstrate ability to comprehend oral and written communication • Report writing • Apply personal values in an aquatic environment	• Demonstration	• Observation	

3.2 TRAINING DELIVERY

1. The delivery of training shall adhere to the design of the curriculum. Delivery shall be guided by the principles of competency-based TVET.

   a. Course design is based on competency standards set by the industry or recognized industry sector; (Learning system is driven by competencies written to industry standards)

   b. Training delivery is learner-centered and should accommodate individualized and self-paced learning strategies;

   c. Training can be done on an actual workplace setting, simulation of a workplace and/or through adoption of modern technology (Video Conferencing, Webinar, etc).

   d. Assessment is based in the collection of evidence of the performance of work to the industry required standards;

   e. Assessment of competency takes the trainee's knowledge and attitude into account but requires evidence of actual performance of the competency as the primary source of evidence.

   f. Training program allows for recognition of prior learning (RPL) or current competencies;

   g. Training completion is based on satisfactory performance of all specified competencies.

2. The competency-based TVET system recognizes various types of delivery modes, both on- and off-the-job as long as the learning is driven by the competency standards specified by the industry. The following training modalities and their variations/components may be adopted singly or in combination with other modalities when designing and delivering training programs:

   2.1 **Institution- Based**

   - Dual Training System (DTS) / Dualized Training Program (DTP) which contain both in-school and in-industry training or fieldwork components. Details can be referred to the Implementing Rules and Regulations of the DTS Law and the TESDA Guidelines on the DTP.
   - Distance Learning is a formal education process in which majority of the instruction occurs when the students and instructor are not in the same place. Distance learning may employ correspondence study, audio, video, computer technologies or other modern technology than can be used to facilitate learning and formal and non-formal training. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

   - The traditional classroom-based or in-center instruction may be enhanced through use of learner-centered methods as well as laboratory or field-work components.

     - Supervised Lifeguard Industry Training (SLIT) or on-the-job training (OJT) is an approach in training designed to enhance the knowledge and skills of the trainee through actual experience in the workplace to acquire specific competencies as prescribed in the training regulations. It is imperative that the deployment of trainees in the workplace is adhered to training programs agreed by the institution and enterprise and status and progress of trainees are closely monitored by the training institutions to prevent opportunity for work exploitation.

- Project-based instruction is an authentic instructional model or strategy in which students plan, implement and evaluate projects that have real world applications.

2.2 **Enterprise-Based**

Enterprise-based training may also be taken to mean a school or training center with one or more partner enterprise or an enterprise or group of enterprises setting up a common training facility or partnering with a school or training center.

- **Formal Apprenticeship** – Training within employment involving a contract between an apprentice and an enterprise on an approved apprenticeable occupation.

- **Informal Apprenticeship** - is based on a training (and working) agreement between an apprentice and a master craftsperson wherein the agreement may be written or oral and the master craftsperson commits to training the apprentice in all the skills relevant to his or her trade over a significant period of time, usually between one and four years, while the apprentice commits to contributing productively to the work of the business. Training is integrated into the production process and apprentices learn by working alongside the experienced craftsperson.

- **Enterprise-based Training** - where training is implemented within the company in accordance with the requirements of the specific company. Specific guidelines on this mode shall be issued by the TESDA Secretariat.

2.3 **Community-Based** – refers to short term program conducted by non-government organizations (NGOs), LGUs, training centers and other TVET providers which are intended to address the specific needs of a community. Such programs can be conducted in informal settings such as barangay hall, basketball courts and other available venues in a community. These programs can also be mobile training program (MTP).

3.3 TRAINEE ENTRY REQUIREMENTS

Trainees or students who want to enroll in this course should possess the following requirements:

- Able to communicate both oral and written;
- Must be able to swim, and
- Physically able and mentally fit as certified by a Public Health Officer

3.4 TOOLS AND EQUIPMENT

LIFEGUARD SERVICES NC II

Recommended list of tools, equipment and materials for the training of 25 trainees for **Lifeguard Services NC II** are as follows:

QTY	TOOLS	QTY	EQUIPMENT	QTY	MATERIALS
25	Throw Line 8mm Dia. 18mPlaited Buoyant Polypropylene	15	Resuscitation Anne	25 Sets	Red and Yellow Uniforms
25	Personal Flotation Device Type II	10	Resuscitation Little Anne	25	Sun Protection Eye Glasses UV Polarized EPF 10
25	Chlorine pH Test Kit	8	Rescue Manikin Hermetic Orange Plastic Pitted 1 m Half-body	25	Moisturizing Sun Screen SPF50
25	Rescue Tube	2	Kayak Dual Ride Transparent	4 Sets	Safety Flags
4	Shade UVR 50% Canopy/Tent	1	Pace Clock	4 Sets	Safety Signs
4	Telescopic Poles	10	Rescue Boards	2	Cervical Collar
2	Black Disc	5	Spine boards	25 Sets	Basic First Aid Set
4	Mechanical Suctioning	1	Mobile base radio transceiver	25 Sets	Extended First Aid Set (Back Pack)
2	Free Flow Oxygen bottle static	6	Handheld portable radio transceiver	4	Bag mask ventilation
2	Free Flow Oxygen bottle mobile	1 set	Oxygen Therapy equipment and accessories	4	Eye cleaning set
4	Non re-breathing oxygen mask (NR)	1	Automated External Defibrillator Static	4	Sting ointment
4	Oxygen mask for mouth to mask ventilation with oxygen inlet	1	Automated External Defibrillator mobile	100 Liters	Clean Water
2	Stretcher	1	Pulseoxymetry	4	Spontaneous external re-warming Cloth
1	Ambulance Stretcher	4	Stop Watches	25	Blast Whistles

3.5 TRAINING FACILITIES

LIFEGUARD SERVICES NC II

Based on a class size of 25 students/trainees, training may be conducted in any facilities categorized as follows:

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS	GRAND TOTAL AREA IN SQ. M
CATEGORY A o Building (permanent) with facilities	15.00 x 20.00	300		**300**
o Student/ Trainee Working Space	2 x 2 per student/trainee	4 per student	100	100
o Lecture Room	8 x 5	40		40
o Equipment Storage Room	8 x 5	40		40
o Male Toilets	8 x 5	40		40
o Female Toilets	8 x 5	40		40
o Students / Trainees Reception Area	8 x 5.	40		40
o Training Pool Facility (Permanent)				
o 10-lane 50 m LONG Course Swimming Pool, 4 – 6 feet deep	25 x 50	1250		1250
o 4-side Pool Decks	o Front End (3 x 31) o Rear End (3 x 31) o Left Side (3 x 50) o Right Side (3 x 50)	93 93 150 150		486
o Lecture Room	16 x 5	80		80
o Student/ Trainee Working Space	2 x 2 per student/trainee	4 per student	100	100
o Lifesaving Equipment Storage Room	16 x 5	80		80
o Filtration Equipment Room	8 x 5	40		40
o Chemical Storage Room	4 x 5	20		20
o Male Shower Rooms	8 x 5	40		40
o Female Shower Rooms	8 x 5.	40		40
o Students / Trainees Reception Area	8 x 5.	40		40

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS	GRAND TOTAL AREA IN SQ. M
CATEGORY B o Building (permanent) with facilities	15.00 x 20.00	300		**300**
o Student/ Trainee Working Space	2 x 2 per student/trainee	4 per student	100	100
o Lecture Room	8 x 5	40		40
o Equipment Storage Room	8 x 5	40		40
o Male Toilets	8 x 5	40		40
o Female Toilets	8 x 5	40		40
o Students / Trainees Reception Area	8 x 5.	40		40
o Training Pool Facility (Permanent)				
o 6-lane 25-meter SHORT Course Swimming Pool, 4 – 6 feet deep	15 x 25	375		375
o 4-side Pool Decks	o Front End (3 x 21) o Rear End (3 x 21) o Left Side (3 x 25) o Right Side (3 x 25)	63 63 75 75		276
o Lecture Room	16 x 5	80		80
o Student/ Trainee Working Space	2 x 2 per student/trainee	4 per student	100	100
o Lifesaving Equipment Storage Room	16 x 5	80		80
o Filtration Equipment Room	8 x 5	40		40
o Chemical Storage Room	4 x 5	20		20
o Male Shower Rooms	8 x 5	40		40
o Female Shower Rooms	8 x 5.	40		40

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS	GRAND TOTAL AREA IN SQ. M
○ Students / Trainees Reception Area	8 x 5.	40		40
CATEGORY C ○ Training Pool Facility (Permanent)				
○ 10-lane 50 m LONG Course Swimming Pool, 4 – 6 feet deep	25 x 50	1250		1250
○ 4-side Pool Decks	○ Front End (3 x 31) ○ Rear End (3 x 31) ○ Left Side (3 x 50) ○ Right Side (3 x 50)	93 93 150 150		486
○ Lecture Room	16 x 5	80		80
○ Student/ Trainee Working Space	2 x 2 per student/trainee	4 per student	100	100
○ Lifesaving Equipment Storage Room	6 x 5	80		80
○ Filtration Equipment Room	8 x 5	40		40
○ Chemical Storage Room	4 x 5	20		20
○ Male Shower Rooms	8 x 5	40		40
○ Female Shower Rooms	8 x 5.	40		40
○ Students / Trainees Reception Area	8 x 5.	40		40
CATEGORY D ○ Training Pool Facility (Permanent)				
○ 6-lane 25-meter SHORT Course Swimming Pool, 4 – 6 feet deep	15 x 25	375		375
○ 4-side Pool Decks	○ Front End (3 x 21) ○ Rear End (3 x 21) ○ Left Side (3 x 25) ○ Right Side (3 x 25)	63 63 75 75		276

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS	GRAND TOTAL AREA IN SQ. M
o Lecture Room	16 x 5	80		80
o Student/ Trainee Working Space	2 x 2 per student/trainee	4 per student	100	100
o Lifesaving Equipment Storage Room	16 x 5	80		80
o Filtration Equipment Room	8 x 5	40		40
o Chemical Storage Room	4 x 5	20		20
o Male Shower Rooms	8 x 5	40		40
o Female Shower Rooms	8 x 5.	40		40
o Students / Trainees Reception Area	8 x 5.	40		40

*** NOTE: The Training Center has the option to partner with a private/public establishment in providing facilities and equipment during the conduct of training and assessment.**

3.6 TRAINER'S QUALIFICATIONS FOR SOCIAL, COMMUNITY DEVELOPMENT AND OTHER SERVICES SECTOR

Trainers who will deliver the training on **LIFEGUARD SERVICES NC II** should possess the following Qualifications:

- Must be a holder of National TVET Trainers Certificate Level I in Lifeguard Services NC III
- Must be physically able and mentally fit as certified by Public Health Officer
- Must have at least 2 years relevant industry experience

3.7 INSTITUTIONAL ASSESSMENT

Institutional assessment is undertaken by trainees to determine their achievement of units of competency. A certificate of achievement is issued for each unit of competency.

The result of the institutional assessment may be considered as evidence for the assessment for national certification.

As a matter of policy, graduates of programs registered with TESDA under these training regulations are required to undergo mandatory national competency assessment upon completion of the program.

SECTION 4 ASSESSMENT AND CERTIFICATION ARRANGEMENT

Competency Assessment is the process of collecting evidence and making judgments whether competency has been achieved. The purpose of assessment is to confirm that an individual can perform to the standards expected at the workplace as expressed in relevant competency standards.

The assessment process is based on evidence or information gathered to prove achievement of competencies. The process may be applied to an employable unit(s) of competency in partial fulfillment of the requirements of the national qualification.

4.1. NATIONAL ASSESSMENT AND CERTIFICATION ARRANGEMENTS

4.1.1 To attain the National Qualification of **LIFEGUARD SERVICES NC II**, the candidate must demonstrate competence through a project-type assessment covering in all units listed in Section 1. Successful candidates shall be awarded a National Certificate signed by the TESDA Director General.

4.1.2 Demonstration of competence through project-type assessment covering all the required units of the qualification.

4.1.3 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.

4.1.4 The following are qualified to apply for assessment and certification:

4.1.4.1 Graduates of training programs related to lifeguard services

4.1.4.2 Experienced workers in lifeguard services/industry

4.1.5 Reassessment is allowed only after one month from the date of assessment. Reassessment for a National Certificate shall be done only on the task/s that the candidate did not successfully achieve.

4.1.6 A candidate who fails the assessment for two (2) consecutive times will be required to go through a refresher course before taking another assessment.

4.1.7 Only certified individuals in this Qualification may be nominated by the industry sector for accreditation as competency assessor.

4.1.8 The guidelines on assessment and certification are discussed in detail in the “Procedures Manual on Assessment and Certification” and “Guidelines on the Implementation of the “Philippine TVET Competency Assessment and Certification System (PTCACS)”.

4.2. COMPETENCY ASSESSMENT REQUISITE

4.2.1 Self-Assessment Guide. The self-assessment guide (SAG) is accomplished by the candidate prior to actual competency assessment. SAG is a pre-assessment tool to help the candidate and the assessor determine what evidence is available, where gaps exist, including readiness for assessment.

This document can:

a) Identify the candidate’s skills and knowledge

b) Highlight gaps in candidate’s skills and knowledge

c) Provide critical guidance to the assessor and candidate on the evidence that need to be presented

d) Assist the candidate to identify key areas in which practice is needed or additional information or skills that should be gained prior `

4.2.2 Accredited Assessment Center. Only Assessment Center accredited by TESDA is authorized to conduct competency assessment. Assessment centers undergo a quality assured procedure for accreditation before they are authorized by TESDA to manage the assessment for National Certification.

4.2.3 Accredited Competency Assessor. Only accredited competency assessor is authorized to conduct assessment of competence. Competency assessors undergo a quality assured system of accreditation procedure before they are authorized by TESDA to assess the competencies of candidates for National Certification.

4.2.3.1 Qualification of Competency Assessors

For Trainer-Assessor

- Holder of National TVET Trainer Certificate Level I (NTTC) on Lifeguard Services NC III with at least 2 years relevant industry experience
- Must be computer literate
- Must be physically able and mentally fit certified by Public Health Officer

For Industry-Assessor

- Holder of National Certificate in Lifeguard Services NC III
- Holder of Certificate of Competency (COC) in Conduct Competency under the Trainers Methodology Level I (TM I)
- Must have at least 4 years relevant industry experience
- Must be computer literate
- Must be physically able and mentally fit certified by Public Health Officer

ANNEX A

COMPETENCY MAP
Lifeguard Services Sector

CORE COMPETENCIES	Perform water- based skills in a pool environment	Demonstrate non-contact rescue	Demonstrate contact water rescue
	Perform Lifeguarding Scanning	Monitor water quality for swimming	
COMMON COMPETENCIES	Demonstrate water safety	Perform resuscitation (CPR + ILCOR + After Care)	
	Provide emergency care (First Aid)	Perform lifeguarding hand and whistle signals	
BASIC COMPETENCIES	Participate in workplace communication	Work in team environment	
	Practice career professionalism	Practice occupational health and safety procedures	

GLOSSARY OF TERMS

Action- Third stage of a rescue; developing a plan and effecting the rescue.

Advance Life Support (ALS) - The addition of oxygen and the administering of some drugs as an extension of Basic Life Support (BLS) techniques.

AED - Automatic external defibrillator.

After care - Fourth stage of a rescue; giving aid until medical teams arrives.

Airway - Passage by which air enters and leaves the lungs.

ALS - Advance Life Support.

Aquacode - Three, easy-to-remember rules of water safety.

Armpit tow - A contact tow used for a cooperative weak, tired, or injured casualty.

Assessment. - Second stage of rescue; making informed judgments.

Assisted Lift - A method used to land an uncooperative casualty from deep water.

Awareness - First stage of a rescue; recognizing an emergency accepting responsibility.

Back blow - Blow given between the shoulder blades, with the heel of the hand, in the direction of the head.

Backstroke - A swimming stroke developed from a back float used in survival, competition and recreation.

Basic Life Support (BLS) - The skill which will save life in an emergency. These skills include airway managements, rescue breathing, and cardiac compressions. Since 2006, organizations throughout the world have included understanding of defibrillation as a part of BLS.

BLS - Basic Life Support

Breaststroke - A swimming stroke used in survival, rescue, competition and recreation.

Buoyant - Capable of keeping float.

Butterfly - A completive swimming stroke developed from breaststroke.

Capsize - To overturn of sink a craft.

Cardiac arrest - Cessation of heart beat.

Cardiopulmonary Resuscitation (CPR) - Combines rescue breathing and chest compressions.

Chest compressions - Compression of the sternum to provide circulation to sustain life

Chin lift - The technique of supporting the jaw to prevent the tongue from Blocking the airway.

Compact jump - A feet-first entry into deep water from a height of more than one meter.

Competency test - Test which requires demonstration of current skill level.

CPR - Cardiopulmonary resuscitation.

Cross chest tow - A contact tow used to retrieve an unconscious person in rough conditions.

Current - Portion of a body of water moving in a certain direction.

Defensive position - Position which allows a rescuer to take back away quickly.

Danger - Signal word used to indicate an imminently hazardous situation which, if not avoided, will result in death or serious injury.

Deep - Extending far below surface of water and beyond where a person can stand

Defibrillation - The use of an electric shock to stop ventricular fibrillation.

Defibrillator - An electrical machine which is used to reverse electrical abnormalities in the heart.

Double shoulder tow - A contact tow, which permits high head elevation of an unconscious casualty.

Drowning - The process of experiencing respiratory impairment from submersion/immersion from liquid.

EAR - Expired Air Resuscitation

Eddy - Whirlpool in the water created by a current.

Eggbeater kick - Powerful trending water technique useful in rescues.

Emergency care - The aid given to the injured or suddenly ill by the first person on the scene.

Expiration - Breathing out.

Extended arm rollover - Method of turning over a face-down person, with a suspected spinal injury, in water shallower than waist depth.

First aid - Initial of emergency help given to a casualty.

Freestyle - A fast swimming stroke used in competition, survival, rescue and recreation.

Hazard - Potential source of harm

Head tow - A contact tow using a firm grip on the head used to retrieve an unconscious person.

Heat stroke - A severe, life threatening form of heat illness.

Heart attack - Damage to heart muscle due to interruption of blood supply.

HELP - Heat Escape Lessening Posture.

Horizontal - Parallel to the surface of the water.

Huddle technique - Small group survival technique using the same principals as the HELP technique.

Hydrodynamic lift - The force created by the unequal velocity of fluid flowing past each side of a body which is non-symmetrical to the flow.

Hyperthermia - Condition on the body when the core temperature rises above 39 degrees Celsius.

Hyperventilation - Excessive oxygenation of the blood resulting a rapid decrease in carbon dioxide.

Hypothermia - Occurs when exposure to cold air or cold water causes the body's core temperature to fall below 35 degrees Celsius.

ILCOR - International Liaison Committee on Resuscitation

ILS - International Life Saving Federation

Immerse - To place under water.

Initiative test - Assessment of a simulated rescue situation.

Inspiration - Breathing in.

Landing - Any method used to remove a casualty from the water.

Lifeguard - Lifesaver, whether voluntary of paid, who has professional responsibility for the safety of others.

Lifesaving - Saving of life through prevention of accident, personal survival and rescue of others.

Longitudinal - Along the surface of the water.

Near drowning - Survival or a casualty after immersion accident.

Oxygen - Gas essential for life and which makes up to 21 per cent of atmospheric air.

PFD - Personal flotation device.

Piggyback carry - A landing technique where casualty is placed on the rescuer's back.

Propulsion - Any force which drives the body through the water.

Pulmonary - Pertaining to or connected to the lungs.

Reach rescue - A safe method of rescue where the rescuer reaches with an aid to assist the person in difficulty.

Recovery position - Position in which an unconscious casualty is placed to allow observation of breathing and prevent obstruction the airway.

Rescue breathing - Blowing air into a casualty's mouth or nose to maintain life when breathing has stopped.

Respiration - The process of using oxygen to obtain energy in cells.

Respiratory failure - A person's breathing becomes inadequate or stops completely.

Resuscitation - The preservation or restoration of life by the establishment and/or maintenance of airway, breathing and circulation, and related emergency care.

Rip - Fast-flowing body of water moving out to sea.

Risk - Combination of the probability of occurrence of harm and the severity of that harm

RNLI - Royal National Lifeboat Institution of UK

Row rescue - A method of rescue where the rescuer uses water craft to get closer to a person in difficulty.

Sculling - Movements of the hands, i.e. a curved pattern, through the water to create a propulsive force.

Shoulder carry - A landing technique where the casualty is placed over the rescuer's shoulder.

Sidestroke - A swimming stroke used in survival, rescue, competition and recreation.

Skill - An ability, usually learned and acquired through training, to perform actions which achieve a desired outcome.

Small Craft - Ranged of non- motorized water craft designed for personal use.

Snag - An obstacle (e.g. a tree or rock) on the bottom of a waterway forming an impediment or danger to navigation.

Snorkel - Tube designed to allow a swimmer to breathe while face down in the water.

Spinal cord injury - Damage to the bundle of nerves which extends from the brain to the lower back.

Sternum - Flat bone, lying in the front of the chest, to which most of the ribs are attached.

Stirrup lift - An assisted lift from deep water when the casualty can cooperate.

Stopper	-	Suction eddy created in fast-flowing currents on the downstream side of rock formations and artificial structures.
Stroke	-	Damage to the brain due to sudden blockage, or rupture of blood vessel in the brain.
Support tow	-	A contact tow used for a non-breathing unconscious casualty.
Survival backstroke	-	A swimming stroke which is effective for both survival and rescue situations.
Swim rescue	-	An accompanied rescue performed by a competent swimmer.
Talk rescue	-	The safest rescue method, using voice and gestures to assist the Person in difficulty.
Throw rescue	-	A safe method of rescue where the rescuer throws a rope or buoyant aid to assist the person in difficulty.
Tidal volume	-	Volume of gas moved during each respiratory cycle.
Tow rescue	-	A method of rescue.
Triage	-	Where there is more than one casualty, the sorting and allocating of aid on the basis or urgency or need.
Turbulence	-	Current in which the motion of the water at any point is disrupted in magnitude and direction.
USLA	-	United States Lifesaving Association
Vertical	-	Perpendicular (at 90 degrees) to the surface of the water.
Vice grip	-	Method of turning over a face-down person, with a suspected spinal injury, in the water deeper than waist depth.
Vice grip tow	-	A contact tow for an unconscious casualty with a suspected spinal injury.
Wade rescue	-	A method of rescue where the rescuer wades into the water to be able to carry out a reach or throw rescue.
Wave	-	A ridge or swell which forms on the surface of the water.
Wrist tow	-	A contact tow used for a cooperative weak, tired, or injured casualty.

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