

# TRAINING REGULATIONS



## LIFEGUARD SERVICES NC III

### 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 III

## SECTION 1 LIFEGUARD SERVICES NC III QUALIFICATION

The **LIFEGUARD SERVICES NC III** Qualification consists of competencies that a Lifesaver/Lifeguard/Rescuer must achieve to prevent aquatic accidents and respond to emergency situations. It covers advance skills and techniques in water safety, lifesaving and rescue at open water environments such as in leisure pools, rivers, lakes, beaches and surf environment.

The Units of Competency comprising this Qualification include the following:

### **UNIT CODE    BASIC COMPETENCIES**

500311109	Lead workplace communication
500311110	Lead small teams
500311111	Develop and practice negotiation skills
500311112	Solve problems related to work activities
500311113	Use mathematical concepts and techniques
500311114	Use relevant technologies

### **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**

SOC541307	Demonstrate level of fitness appropriate for open water environment (leisure pools, beach, river and surf)
SOC541308	Provide Lifeguard Supervision in Outdoor and Indoor Leisure Facilities
SOC541309	Perform Emergency Response Techniques
SOC541310	Perform Defibrillation and Oxygen Therapy
SOC541311	Communicate using Radio Transceiver
SOC541312	Establish Public Safety Consciousness and Measures in Aquatic related Events

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

- LEISURE POOL LIFEGUARD (Recreational Pool and Water Parks)**
- BEACH LIFEGUARD (Beach Resorts)**
- INLAND OPEN WATER LIFEGUARD (River and Lake Resorts)**
- SURF LIFEGUARD (Surf Resorts)**

## 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 III**.

### BASIC COMPETENCIES

**UNIT OF COMPETENCY** : **LEAD WORKPLACE COMMUNICATION**

**UNIT CODE** : **500311109**

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitudes required to lead in the dissemination and discussion of ideas, information and issues in the workplace.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Communicate information about workplace processes	1.1 Appropriate <b><i>communication method</i></b> is selected 1.2 Multiple operations involving several topics areas are communicated accordingly 1.3 Questions are used to gain extra information 1.4 Correct sources of information are identified 1.5 Information is selected and organized correctly 1.6 Verbal and written reporting is undertaken when required 1.7 Communication skills are maintained in all situations	<ul style="list-style-type: none"> <li>• Organization requirements for written and electronic communication methods</li> <li>• Effective verbal communication methods</li> </ul>	<ul style="list-style-type: none"> <li>• Organize information</li> <li>• Understand and convey intended meaning</li> <li>• Participate in variety of workplace discussions</li> <li>• Comply with organization requirements for the use of written and electronic communication methods</li> </ul>
2. Lead workplace discussions	2.1 Response to workplace issues are sought 2.2 Response to workplace issues are provided immediately 2.3 Constructive contributions are made to workplace discussions on such issues as production, quality and safety 2.4 Goals/objectives and Action plan undertaken in the workplace are communicated	<ul style="list-style-type: none"> <li>• Leading as a management function</li> <li>• Barriers of communication</li> <li>• Effective verbal communication methods</li> <li>• Method/techniques of discussion</li> <li>• How to lead discussion</li> <li>• How to solicit response</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating effectively</li> <li>• Consulting the LGs on the housekeeping schedules</li> </ul>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
3. Identify and communicate issues arising in the workplace	3.1 Issues and problems are identified as they arise 3.2 Information regarding problems and issues are organized coherently to ensure clear and effective communication 3.3 Dialogue is initiated with appropriate personnel 3.4 Communication problems and issues are raised as they arise	<ul style="list-style-type: none"> <li>• Types of issues and problems in the workplace</li> <li>• Written and electronic communication methods</li> <li>• Communication barriers affecting workplace discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying cause of problems</li> <li>• Identifying problems and issues</li> <li>• Organizing information on problems and issues</li> <li>• Relating problems and issues of call</li> </ul>

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Methods of communication	1.1. Non-verbal gestures 1.2. Verbal 1.3. Face to face 1.4. Two-way radio 1.5. Speaking to groups 1.6. Using telephone 1.7. Written 1.8. Internet

**EVIDENCE GUIDE**

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Dealt with a range of communication/information at one time 1.2 Made constructive contributions in workplace issues 1.3 Sought workplace issues effectively 1.4 Responded to workplace issues promptly 1.5 Presented information clearly and effectively written form 1.6 Used appropriate sources of information 1.7 Asked appropriate questions 1.8 Provided accurate information
2. Resource Implications	<b>The following resources <u>MUST</u> be provided:</b> 2.1. Variety of Information 2.2. Communication tools 2.3. Simulated workplace
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1 Competency in this unit must be assessed through 3.2 Direct Observation 3.3 Interview
4. Context for Assessment	Competency may be assessed in the workplace or in simulated workplace environment

**UNIT OF COMPETENCY** : **LEAD SMALL TEAMS (Guide and Lead Others/Be Responsible to Others)**

**UNIT CODE** : **500311110**

**UNIT DESCRIPTOR** : This unit covers the knowledge, skills and attitudes to lead small teams including setting and maintaining team and individual performance standards.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Provide team leadership	1.1 <b>Work requirements</b> are identified and presented to team members 1.2 Reasons for instructions and requirements are communicated to team members 1.3 <b>Team members' queries and concerns</b> are recognized, discussed and dealt with	<ul style="list-style-type: none"> <li>• Company policies and procedures               <ul style="list-style-type: none"> <li>○ How performance expectations are set</li> <li>○ Methods of Monitoring Performance</li> </ul> </li> <li>• Client expectations</li> <li>• Team member's duties and responsibilities</li> <li>• Skills and techniques in promoting team building</li> <li>• Up-to-date dissemination of instructions and requirements to members</li> <li>• Art of listening and treating individual team members concern</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills required for leading teams</li> <li>• Team building skills</li> <li>• Negotiating skills</li> </ul>
2. Assign responsibilities	2.1. Duties, and responsibilities are assigned in consideration of skills, knowledge and aptitude required to properly undertake the assigned task and according to company policy 2.2. Duties are allocated having regard to individual preference, domestic and personal considerations, whenever possible	<ul style="list-style-type: none"> <li>• Concept of delegation</li> <li>• How to delegate</li> <li>• Understanding individual differences</li> <li>• Methods of monitoring performance</li> <li>• Duties and responsibilities of each team member</li> <li>• Knowledge in identifying each team member</li> </ul>	<ul style="list-style-type: none"> <li>• Delegating skills</li> <li>• Identifying individual skills, knowledge and attitude as basis for allocating responsibilities</li> <li>• Identifying each team member duties and responsibilities</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		duties and responsibilities	
3. Set performance expectations for team members	3.1 Performance expectations are established based on client needs and according to assignment requirements 3.2 Performance expectations are based on individual team members duties and area of responsibility 3.3 Performance expectations are discussed and disseminated to individual team members	<ul style="list-style-type: none"> <li>• Definition of performance indicators/ criteria</li> <li>• Definition of team goals and expectations</li> <li>• Methods of monitoring performance</li> <li>• Client expectations</li> <li>• Team members duties and responsibilities</li> <li>• Defining performance expectations criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying performance indicators</li> <li>• Evaluating performance</li> <li>• Setting individual performance target/ expectation indicators</li> </ul>
4. Supervise team performance	4.1. <b>Monitoring of performance</b> takes place against defined performance criteria and/or assignment instructions and corrective action taken if required 4.2 Team members are provided with <i>feedback</i> , positive support and advice on strategies to overcome any deficiencies 4.3 <i>Performance issues</i> which cannot be rectified or addressed within the team are referenced to appropriate personnel according to employer policy 4.4 Team members are kept informed of any changes in the priority allocated to assignments or tasks which might impact on client/customer needs and satisfaction 4.5 Team operations are monitored to ensure that employer/client needs and requirements are met 4.6 Follow-up communication is provided on all issues affecting the team	<ul style="list-style-type: none"> <li>• Understanding, monitoring of work</li> <li>• How to undertake corrective action</li> <li>• Understanding feedback and procedure</li> <li>• Feedback reporting procedure</li> <li>• Methods of monitoring performance</li> <li>• Team member's duties and responsibilities</li> <li>• Monitoring team operation to ensure client needs and satisfaction</li> </ul>	<ul style="list-style-type: none"> <li>• Monitoring skills</li> <li>• Setting priorities</li> <li>• Evaluating performance</li> <li>• Informal/ formal counseling skill</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	4.7 All relevant documentation is completed in accordance with company procedures		

### RANGE OF VARIABLES

VARIABLE	RANGE
1. Work requirements	1.1. Client Profile 1.2. Assignment instructions
2. Team member's concerns	2.1. Roster/shift details
3. Monitor performance	3.1. Formal process 3.2. Informal process
4. Feedback	4.1. Formal process 4.2. Informal process
5. Performance issues	5.1. Work output 5.2. Work quality 5.3. Team participation 5.4. Compliance with workplace protocols 5.5. Safety 5.6. Customer service

**EVIDENCE GUIDE**

1. Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <ol style="list-style-type: none"> <li>1.1. Maintained or improved individuals and/or team performance given a variety of possible scenario</li> <li>1.2. Assessed and monitored team and individual performance against set criteria</li> <li>1.3. Represented concerns of a team and individual to next level of management or appropriate specialist and to negotiate on their behalf</li> <li>1.4. Allocated duties and responsibilities, having regard to individual's knowledge, skills and aptitude and the needs of the tasks to be performed</li> <li>1.5. Set and communicated performance expectations for a range of tasks and duties within the team and provided feedback to team members</li> </ol>
2. Resource Implications	<p><b>The following resources should be provided:</b></p> <ol style="list-style-type: none"> <li>2.1. Access to relevant workplace or appropriately simulated environment where assessment can take place</li> <li>2.2. Materials relevant to the proposed activity or task</li> </ol>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <ol style="list-style-type: none"> <li>3.1. Direct observations of work activities of the individual member in relation to the work activities of the group</li> <li>3.2. Observation of simulation and/or role play involving the participation of individual member to the attainment of organizational goal</li> <li>3.3. Case studies and scenarios as a basis for discussion of issues and strategies in teamwork</li> </ol>
4. Context for Assessment	<ol style="list-style-type: none"> <li>4.1. Competency assessment may occur in workplace or any appropriately simulated environment</li> <li>4.2. Assessment shall be observed while task are being undertaken whether individually or in-group</li> </ol>

**UNIT OF COMPETENCY** : **DEVELOP AND PRACTICE NEGOTIATION SKILLS**  
**UNIT CODE** : **500311111**  
**UNIT DESCRIPTOR** : This unit covers the skills, knowledge and attitudes required to collect information in order to negotiate to a desired outcome and participate in the negotiation.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Plan negotiations	1.1 Information on <b>preparing for negotiation</b> is identified and included in the plan 1.2 Information on creating <b>non-verbal environments</b> for positive negotiating is identified and included in the plan 1.3 Information on <b>active listening</b> is identified and included in the plan 1.4 Information on different <b>questioning techniques</b> is identified and included in the plan 1.5 Information is checked to ensure it is correct and up-to-date	<ul style="list-style-type: none"> <li>• Knowledge on Codes of practice and guidelines for the organization</li> <li>• Knowledge of organizations policy and procedures for negotiations</li> <li>• Decision making and conflict resolution strategies procedures</li> <li>• Concept of negotiation</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills (verbal and listening)</li> <li>• Active listening</li> <li>• Setting conflict</li> <li>• Preparing conflict resolution</li> <li>• Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation</li> <li>• Interpersonal skills to develop rapport with other parties</li> </ul>
2. Participate in negotiations	2.1 Criteria for successful outcome are agreed upon by all parties 2.2 Desired outcome of all parties are considered 2.3 Appropriate language is used throughout the negotiation 2.4 A variety of <b>questioning techniques</b> are used 2.5 The issues and processes are documented and agreed upon by all parties 2.6 Possible solutions are discussed and their viability assessed 2.7 Areas for agreement are confirmed and recorded 2.8 Follow-up action is agreed upon by all parties	<ul style="list-style-type: none"> <li>• Outcome of negotiation</li> <li>• Knowledge on Language</li> <li>• Different Questioning techniques</li> <li>• Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation</li> <li>• Flexibility</li> <li>• Empathy</li> <li>• Decision making and conflict resolution strategies procedures</li> <li>• Problem solving strategies on how to deal with unexpected questions and</li> </ul>	<ul style="list-style-type: none"> <li>• Negotiating skill</li> <li>• Communication skills (verbal and listening)</li> <li>• Observation skills</li> <li>• Interpersonal skills to develop rapport with other parties</li> <li>• Applying effective questioning techniques</li> <li>• Setting conflict</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		attitudes during negotiation	

### RANGE OF VARIABLES

VARIABLE	RANGE
1. Preparing for negotiation	1.1 Background information on other parties to the negotiation Good understanding of topic to be negotiated 1.2 Clear understanding of desired outcome/s 1.3 Personal attributes 1.4 1.4.1 self awareness 1.4.2 self esteem 1.4.3 objectivity 1.4.4 empathy 1.4.5 respect for others Interpersonal skills 1.5 1.5.1 listening/reflecting 1.5.2 non- verbal communication 1.5.3 assertiveness 1.5.4 behavior labeling 1.5.5 testing understanding 1.5.6 seeking information 1.5.7 self-disclosing Analytic skills 1.6 1.6.1 observing differences between content and process 1.6.2 identifying bargaining information 1.6.3 applying strategies to manage process 1.6.4 applying steps in negotiating process 1.6.5 strategies to manage conflict 1.6.6 steps in negotiating process 1.6.7 options within organization and externally for resolving conflict
2. Non- verbal environments	2.1 Friendly reception 2.2 Warm and welcoming room 2.3 Refreshments offered 2.4 Lead in conversation before negotiation begins
3. Active listening	3.1 Attentive 3.2 Don't interrupt 3.3 Good posture 3.4 Maintain eye contact 3.5 Reflective listening
4. Questioning techniques	4.1 Direct 4.2 Indirect 4.3 Open-ended

**EVIDENCE GUIDE**

1. Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <p>1.1 Demonstrated sufficient knowledge of the factors influencing negotiation to achieve agreed outcome</p> <p>1.2 Participated in negotiation with at least one person to achieve an agreed outcome</p>
2. Resource Implications	<p><b>The following resources <u>MUST</u> be provided:</b></p> <p>2.1 Room with facilities necessary for the negotiation process</p> <p>2.2 Human resources (negotiators)</p>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <p>3.1 Observation/demonstration and questioning</p> <p>3.2 Portfolio assessment</p> <p>3.3 Oral and written questioning</p> <p>3.4 Third party report</p>
4. Context for Assessment	<p>Competency to be assessed in real work environment or in a simulated workplace setting.</p>

**UNIT OF COMPETENCY** : **SOLVE PROBLEMS RELATED TO WORK ACTIVITIES**

**UNIT CODE** : **500311112**

**UNIT DESCRIPTOR** : This unit of covers the knowledge, skills and attitudes required to solve problems in the workplace including the application of problem solving techniques and to determine and resolve the root cause of problems.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Explain the analytical techniques	1.1 All the analytical techniques are identified. 1.2 Use of each technique is applied in real life situations.	<ul style="list-style-type: none"> <li>• Problem identification techniques</li> <li>• Observation, investigation and analytical techniques</li> <li>• Cause and effect diagrams</li> <li>• PARETO analysis</li> <li>• SWOT analysis</li> <li>• GANT chart</li> <li>• PERT CPM and graph</li> <li>• SCATTERGRAMS</li> </ul>	<ul style="list-style-type: none"> <li>• Conduct investigation and root cause analysis</li> <li>• Implement corrective actions</li> </ul>
2. Identify the problem	2.1. Variances are identified from normal operating parameters; and product quality  2.2. Extent, cause and nature are of the problem are defined through observation, investigation and <b>analytical techniques</b>  2.3. <b>Problems</b> are clearly stated and specified	<ul style="list-style-type: none"> <li>• Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations</li> <li>• Competence to include the ability to apply and explain, sufficient for the identification of fundamental cause, determining the corrective action and provision of recommendations</li> <li>• Relevant equipment and operational processes</li> <li>• Enterprise goals, targets and measures</li> <li>• Enterprise quality, OSH and environmental requirement</li> <li>• Enterprise</li> </ul>	<ul style="list-style-type: none"> <li>• Use range of formal problem solving techniques</li> <li>• Identify and clarify the nature of the problem</li> <li>• Evaluate the effectiveness of a present process in the galley</li> <li>• Apply analytical techniques</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		information systems and data collation <ul style="list-style-type: none"> <li>• Industry codes and standards</li> <li>• Normal operating parameters and product quality</li> </ul>	
3. Determine fundamental causes of the problem	3.1 Possible causes are identified based on experience and the use of problem solving tools / analytical techniques. 3.2 Possible cause statements are developed based on findings 3.3 Fundamental causes are identified per results of investigation conducted	<ul style="list-style-type: none"> <li>• Relevant equipment and operational processes</li> <li>• Enterprise goals, targets and measures</li> <li>• Enterprise quality, OSH and environmental requirements</li> <li>• Enterprise information systems and data collation</li> <li>• Industry codes and standards</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis of root causes</li> </ul>
4. Determine corrective action	4.1 All possible options are considered for resolution of the problem 4.2 Strengths and weaknesses of possible options are considered 4.3 Corrective actions are determined to resolve the problem and possible future causes 4.4 <b>Action plans</b> are developed in identifying measurable objectives, resource needs and timelines in accordance with safety and operating procedures	<ul style="list-style-type: none"> <li>• Understand the procedure in undertaking corrective action</li> <li>• Principles of decision making strategies and techniques</li> <li>• Enterprise information systems and data collation</li> <li>• Action planning</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and clarify the nature of the problem</li> <li>• Devise the best solution</li> <li>• Evaluate the solution</li> <li>• Implement plan to rectify the problem</li> <li>• Implementing corrective and preventive actions based on root cause analysis</li> </ul>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
5. Provide recommendation/s to manager	5.1 Report on recommendations are prepared  5.2 Recommendations are presented to appropriate personnel.  5.3 Recommendations are followed-up, if required	<ul style="list-style-type: none"> <li>• Competence includes a thorough knowledge and understanding of the process, normal operating parameters, and product quality to recognize non-standard situations</li> </ul>	<ul style="list-style-type: none"> <li>• Using range of formal problem solving techniques</li> <li>• Identifying and clarifying the nature of the problem</li> <li>• Devising the best solution</li> <li>• Evaluating the solution</li> <li>• Implementation of a developed plan to rectify the problem</li> </ul>

### RANGE OF VARIABLES

<b>VARIABLE</b>	<b>RANGE</b>
1. Analytical techniques	1.1. Brainstorming 1.2. Intuitions/Logic 1.3. Cause and effect diagrams 1.4. Pareto analysis 1.5. SWOT analysis 1.6. Gant chart, Pert CPM and graphs 1.7. Scattergrams
2. Problem	2.1. Non – routine process and quality problems 2.2. Equipment selection, availability and failure 2.3. Teamwork and work allocation problem 2.4. Safety and emergency situations and incidents
3. Action plans	3.1. Priority requirements 3.2. Measurable objectives 3.3. Resource requirements 3.4. Timelines 3.5. Co-ordination and feedback requirements 3.6. Safety requirements 3.7. Risk assessment 3.8. Environmental requirements

**EVIDENCE GUIDE**

1. Critical aspects of Competency	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1. Identified the problem</li> <li>1.2. Determined the fundamental causes of the problem</li> <li>1.3. Determined the correct / preventive action</li> <li>1.4. Provided recommendation to manager</li> </ul> <p>These aspects may be best assessed using a range of scenarios / case studies / what ifs as a stimulus with a walk through forming part of the response. These assessment activities should include a range of problems, including new, unusual and improbable situations that may have happened.</p>
2. Resource Implications	<p>Assessment will require access to an operating plant over an extended period of time, or a suitable method of gathering evidence of operating ability over a range of situations. A bank of scenarios / case studies / what ifs will be required as well as bank of questions which will be used to probe the reason behind the observable action.</p>
3. Methods of Assessment	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1. Case studies on solving problems in the workplace</li> <li>3.2. Observation</li> </ul> <p>The unit will be assessed in a holistic manner as is practical and may be integrated with the assessment of other relevant units of competency. Assessment will occur over a range of situations, which will include disruptions to normal, smooth operation. Simulation may be required to allow for timely assessment of parts of this unit of competency. Simulation should be based on the actual workplace and will include walk through of the relevant competency components.</p>
4. Context for Assessment	<p>In all workplace, it may be appropriate to assess this unit concurrently with relevant teamwork or operation units.</p>

**UNIT OF COMPETENCY : USE MATHEMATICAL CONCEPTS AND TECHNIQUES**

**UNIT CODE : 500311113**

**UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes required in application of mathematical concepts and techniques.**

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Identify mathematical tools and techniques to solve problem	1.1 Problem areas are identified based on given condition  1.2 <b>Mathematical techniques</b> are selected based on the given problem	<ul style="list-style-type: none"> <li>• Fundamental operation (addition, subtraction, division, multiplication)</li> <li>• Units of measurement and its conversion</li> <li>• Fundamental of units</li> <li>• Standard formulas</li> <li>• Basic measuring tools/devices</li> <li>• Measurement system</li> <li>• Basic measuring tools/devices</li> <li>• Steps in solving problem</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying and selecting different measuring tools</li> <li>• Applying different formulas in solving problems</li> <li>• Describing the units of measurement and fundamental units</li> <li>• Stating arithmetic calculations involving the following; addition, subtraction, division, multiplication</li> <li>• Stating arithmetic calculations involving the following: addition, subtraction, division, multiplication</li> <li>• Applying theory into actual application on lifeguard processes</li> </ul>
2. Apply mathematical procedure/ solution	2.1 Mathematical techniques are applied based on the problem identified 2.2 Mathematical computations are performed to the level of accuracy required for the problem 2.3 Results of mathematical computation are determined	<ul style="list-style-type: none"> <li>• Problem-based questions</li> <li>• Estimation</li> <li>• Use of mathematical tools and standard formulas</li> </ul>	<ul style="list-style-type: none"> <li>• Solving mathematical computations</li> <li>• Converting Metric to English</li> <li>• Selecting and using</li> </ul>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	and verified based on job requirements	<ul style="list-style-type: none"> <li>• Mathematical techniques</li> </ul>	appropriate and efficient techniques and strategies to solve problems
3. Analyze results	<p>3.1 Result of application are reviewed based on expected and required specifications and outcome</p> <p>3.2 <b><i>Appropriate action</i></b> is applied in case of error</p>	<ul style="list-style-type: none"> <li>• Techniques in analyzing the results</li> <li>• Process in reviewing the results</li> <li>• Precision and accuracy</li> <li>• Four fundamental operations</li> <li>• Steps in solving problem</li> <li>• Standard formulas</li> <li>• Conversion measurement</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing the result based on the specified requirements</li> <li>• Interpreting and communicating the results of the analysis</li> </ul>

**RANGE OF VARIABLES**

<b>VARIABLES</b>	<b>RANGE</b>
1. Mathematical techniques	May include: 1.1 Four fundamental operations 1.2 Measurements 1.3 Use/Conversion of units of measurements 1.4 Use of standard formulas
2. Appropriate action	2.1 Review in the use of mathematical techniques (e.g. recalculation, re-modeling) 2.2 Report error to immediate superior for proper action

**EVIDENCE GUIDE**

1. Critical Aspects of Competency	<b>Assessment requires evidence that the candidate:</b> Identified, applied and reviewed the use of mathematical concepts and techniques to workplace problems
2. Resource Implications	<b>The following resources <u>MUST</u> be provided:</b> 2.1 Calculator 2.2 Basic measuring tools 2.3 Case Problems
3. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1 Authenticated portfolio 3.2 Written Test 3.3 Interview/Oral Questioning 3.4 Demonstration
4. Context for Assessment	Competency may be assessed in the work place or in a simulated work place setting

**UNIT OF COMPETENCY : USE RELEVANT TECHNOLOGIES**  
**(Apply technology effectively)**

**UNIT CODE : 500311114**

**UNIT DESCRIPTOR :** This unit of competency covers the knowledge, skills, and attitude required in selecting, sourcing and applying appropriate and affordable technologies in the workplace.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Study/select appropriate technology	1.1 Usage of different <b>technologies</b> is determined based on job requirements  1.2 Appropriate technology is selected as per work specification	<ul style="list-style-type: none"> <li>• Awareness on technology and its function</li> <li>• Operating instructions</li> <li>• Communication techniques</li> <li>• Health and safety procedure</li> <li>• Company policy in relation to relevant technology</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying relevant technology on job</li> </ul>
2. Apply relevant technology	2.1 Relevant technology is effectively used in carrying out function  2.2 Applicable software and hardware are used as per task requirement  2.3 <b>Management concepts</b> are observed and practiced as per established industry practices	<ul style="list-style-type: none"> <li>• Knowledge on operating instructions</li> <li>• Understanding software and hardware system</li> <li>• Communication techniques</li> <li>• Health and safety procedure</li> <li>• Company policy in relation to relevant technology</li> <li>• Different management concepts</li> <li>• Technology adaptability</li> <li>• Office technology</li> <li>• Industrial technology</li> <li>• System technology</li> <li>• Training technology</li> <li>• Different software/hardware</li> <li>• 5S (Proper housekeeping)</li> </ul>	<ul style="list-style-type: none"> <li>• Applying relevant technology</li> <li>• Communicating skills</li> <li>• Using software applications skills</li> <li>• Conducting risk assessment</li> <li>•</li> <li>•</li> </ul>
3. Maintain/enhance relevant technology	3.1 Maintenance of technology is applied in accordance with the <b>industry standard operating procedure, manufacturer's operating</b>	<ul style="list-style-type: none"> <li>• Awareness on technology and its function</li> <li>• Repair and maintenance</li> </ul>	<ul style="list-style-type: none"> <li>• Performing basic troubleshooting skills</li> <li>• Identifying failures or defects</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p><b>guidelines</b> and <b>occupational health and safety procedure</b> to ensure its operative ability</p> <p>3.2 Updating of technology is maintained through continuing education or training in accordance with job requirement</p> <p>3.3 Technology failure/ defect is immediately reported to the concern/responsible person or section for <b>appropriate action</b></p>	<p>procedure</p> <ul style="list-style-type: none"> <li>• Health and safety procedure</li> <li>• Company policy in relation to relevant technology</li> <li>• Upgrading of technology</li> <li>• Organizational set-up/work flow</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Applying corrective and preventive maintenance</li> </ul>

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Technology	May include: 1.1 Office technology 1.2 Industrial technology 1.3 System technology 1.4 Information technology 1.5 Training technology
2. Management concepts	May include: 2.1 Real Time Management 2.2 KAIZEN or continuous improvement 2.3 5 S 2.1 Total Quality Management 2.2 Other management/productivity tools
3. Industry standard operating procedure	3.1 Written guidelines relative to the usage of office technology/equipment 3.2 Verbal advise/instruction from the co-worker
4. Manufacturer's operating guidelines/instructions	4.1 Written instruction/manuals of specific technology/ equipment 4.2 General instruction manual 4.3 Verbal advise from manufacturer relative to the operation of equipment
5. Occupational health and safety procedure	5.1 Relevant statutes on OSH 5.2 Company guidelines in using technology/equipment
6. Appropriate action	6.1 Implementing preventive maintenance schedule 6.2 Coordinating with manufacturer's technician

**EVIDENCE GUIDE**

1. Critical aspects of Competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Studied and selected appropriate technology consistent with work requirements 1.2 Applied relevant technology 1.3 Maintained and enhanced operative ability of relevant technology
2. Resource Implications	<b>The following resources <u>MUST</u> be provided:</b> 2.1 Relevant technology 2.2 Interview and demonstration questionnaires 2.3 Assessment packages
2. Methods of Assessment	<b>Competency in this unit may be assessed through:</b> 3.1 Interview 3.2 Actual demonstration 3.3 Authenticated portfolio (related certificates of training/seminar)
4. Context for Assessment	Competency may be assessed in actual workplace or simulated environment

## 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 <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Implement the Aqua code	1.1 "Buddy system" is practiced on or near water.  1.2 <b>Aqua code</b> 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.	<ul style="list-style-type: none"> <li>• <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Understanding Water Safety</li> <li>○ Definition of Drowning</li> <li>○ Types of drowning victim</li> <li>○ Safety consideration as a Lifesaver</li> <li>○ Prevention of aquatic emergencies</li> <li>○ Types of grabbing               <ul style="list-style-type: none"> <li>- Single grab</li> <li>- Double grab</li> <li>- Front grab</li> <li>- Back Grab</li> </ul> </li> <li>○ The Principle of Aqua code               <ul style="list-style-type: none"> <li>- G- Go together</li> <li>- S- Stay afloat and wave</li> <li>- R- Reach to rescue</li> </ul> </li> </ul> </li> <li>• <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and written communication</li> </ul> </li> <li>• <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Depth of water</li> <li>○ Distance to Safety</li> <li>○ Length of</li> <li>○ Stick or Rope</li> <li>○ Safety Practices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Ability to stay afloat and wave one arm calmly when in trouble in the water.</li> <li>• Ability to reach out with a stick or a rope to rescue a conscious victim.</li> <li>• Comprehension skills</li> <li>• Ability to practice in-house safety procedure on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>• Use of appropriate clothing for aquatic activity</li> <li>• Ability to prepare sun protection devices and fluids for rehydration.</li> <li>• Ability to prepare mobile phone for use in any emergency.</li> <li>• Proper use and Safe keep of wet personal wears to include throw lines or ropes.</li> <li>• Ability to practice personal values in an aquatic environment</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>• <b>Environmental protection and concerns</b> <ul style="list-style-type: none"> <li>○ Good grooming and personal hygiene</li> </ul> </li> <li>• <b>Occupational Safety and Health Standards</b> <ul style="list-style-type: none"> <li>○ Use clothing Appropriate for aquatic activities.</li> <li>○ Use of sun Protection devices</li> <li>○ Prepare fluids for Rehydration</li> <li>○ Readied Mobile Phones to Access emergency services</li> </ul> </li> <li>• <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Aquacode by the International Life Saving</li> </ul> </li> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Manuals</b> <ul style="list-style-type: none"> <li>○ Swim wear</li> <li>○ Eye wear</li> <li>○ Foot wear</li> <li>○ Throw Line/Rope</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul> </li> </ul>	

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Use identifiable clothing and outdoor protective devices	<p>1.1 Wearing of red and yellow <b>uniform</b> is complied in accordance with ILS Lifesaving Position Statement – LPS 05.</p> <p>1.2 <b>Sun protection devices and topical solutions</b> are utilized in accordance with the ILS Medical Position Statement MPS 02.</p>	<ul style="list-style-type: none"> <li>• <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Getting Ready for Aquatic Works</li> <li>○ Sun Safety</li> <li>○ ILS Medical Position Statement MPS 02 on Sun Dangers for Lifeguards</li> <li>○ ILS Lifesaving Position Statement: LPS 05 on Red and Yellow Lifeguard Uniform</li> </ul> </li> <li>• <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and written communication</li> </ul> </li> <li>• <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Sunscreen Minimum specification: Broad spectrum, water resistant SPF 30+ Sunscreen for skin application</li> <li>○ Standard workplace uniform color of Yellow (Pantone 136-137) and Red (Pantone 186C)</li> <li>○ Recommended sun protection of Lifeguard</li> <li>○ Uniform at UPF50 or 50+.Lifeguard Eyewear at 100% UV resistant EPF10 polarized Sunglasses</li> <li>○ Shade Canopy / tent that block out UVR to 50% minimum</li> </ul> </li> <li>• <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Proper wearing of Uniform</li> <li>• Use sun protection devices such as standard hat, sunglasses, tents and first aid bag.</li> <li>• Proper application of sunscreen in skins.</li> <li>• Comprehension skills</li> <li>• Ability to practice in-house safety procedure on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>• Proper use and Safe keep of wet personal wears to include uniforms, canopy or tents, first aid bag, throw lines or ropes.</li> <li>• Ability to practice personal values in an aquatic environment</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<p>Safety and Health Standards</p> <ul style="list-style-type: none"> <li>○ Use clothing appropriate for aquatic activities.</li> <li>○ Use of sun protection devices</li> <li>○ Prepare fluids for rehydration</li> <li>○ Readied mobile phones to access emergency services</li> </ul> <ul style="list-style-type: none"> <li>● <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ ILS Medical Position Statement MPS-02 on Sun Dangers for Lifeguards</li> <li>○ ILS Lifesaving Position Statement LPS- 05 on Red and Yellow Lifeguard Uniforms.</li> </ul> </li> <li>● <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Red and Yellow Lifeguard Uniform</li> <li>○ Swim wear</li> <li>○ Eye wear</li> <li>○ Foot wear</li> <li>○ Canopy / Tent</li> <li>○ Sunscreen</li> <li>○ Fluids</li> <li>○ Mobile Phones</li> <li>○ First Aid Bag for aquatic activities</li> </ul> </li> <li>● <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> </ul> </li> </ul>	

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul>	
3. Interpret standard water safety flags and signs	<p>3.1 Hoisting of red over yellow <b>flag</b> or other water safety flags is practiced in any aquatic environment consistent with ISO 20712-1-2008.</p> <p>3.2 Water safety <b>signs</b> are identified in line with Aquatic and Recreational Signage Style.</p>	<ul style="list-style-type: none"> <li>● <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Application of Specific Water Safety and Beach Flags</li> <li>○ Operation of Water Safety Flags</li> <li>○ Standard Water Safety Signs</li> <li>○ Pool Signage</li> <li>○ Regulatory Sign</li> <li>○ Warning Signs</li> <li>○ Information and Permissive Signs</li> <li>○ Tsunami Warning System</li> </ul> </li> <li>● <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and written communication</li> </ul> </li> <li>● <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Mounting position of Flags</li> <li>○ Size of Flag</li> <li>○ Proper hoisting and taking down of flags</li> <li>○ Flag-pole Anchorage.</li> <li>○ Distance Factor for externally illuminated safety signs</li> <li>○ Typeface for Text of Signage.</li> </ul> </li> <li>● <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Proper hoisting of Red over Yellow or other water safety flags <ul style="list-style-type: none"> <li>○ Correct flag-pole anchoring</li> </ul> </li> <li>● Application of specific Water Safety Flags <ul style="list-style-type: none"> <li>○ Red Flag</li> <li>○ Yellow Flag</li> <li>○ Red/Yellow Flag</li> <li>○ Black/White Flag</li> <li>○ Red/White Flag</li> <li>○ Truncated</li> <li>○ Orange Cone</li> </ul> </li> <li>● Applied operation of water safety flags and poles <ul style="list-style-type: none"> <li>○ Mounting position</li> <li>○ Size of Flag</li> <li>○ Hoisting and taking down of flags</li> <li>○ Flag-poles Material</li> <li>○ Inspection and maintenance of flags and flag-poles</li> <li>○ Storage of flags</li> </ul> </li> <li>● Comply with Pool Signage <ul style="list-style-type: none"> <li>○ Depth Markings</li> <li>○ Caution Shallow Water Sign</li> <li>○ No Diving Sign</li> <li>○ Beware Deep Water Sign</li> <li>○ Beware Sudden Drop Off Sign</li> <li>○ Slippery when Wet Sign</li> <li>○ Cleaning in Progress Sign</li> <li>○ Pool Closed</li> </ul> </li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>• <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ ISO 20712-1-2008 on Water Safety Signs and Beach Safety Flags</li> <li>○ National Aquatic and Recreational Signage Style by the Water Safety Council (AWSC)</li> <li>○ Standards on Pool Signage</li> </ul> </li> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Storage of Flags</li> <li>○ Flag-poles Inspection and Maintenance</li> <li>○ Inspection and Maintenance of Signage</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible / adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Lane Closed</li> <li>○ Advisory Signage</li> <li>• Ability to comprehend oral and written communication</li> <li>• Ability to practice in-house safety procedure on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>• Inspection, maintenance and storage of flags, flag-poles and signage</li> <li>• Ability to practice personal values in an aquatic environment</li> </ul>
3. Spot dangers of different aquatic environments	4.1 Dangers brought by <b>currents</b> , crumbling banks, uneven river beds and <b>submerged obstacles</b> in rivers, creeks and waterholes are recognized in accordance with ILS.	<ul style="list-style-type: none"> <li>• <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Dangers at different aquatic environments rivers, lakes, ponds, beaches, pools and home or condominium aquatic environment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Detection of the presence of crumbling banks, uneven river beds and submerged obstacles in rivers, creeks and waterholes.</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>4.2 Potential <b><i>dangers in lakes, dams and lagoons</i></b> are Identified in accordance with ILS.</p> <p>4.3 Dangers of <b><i>water bodies in farms, ponds, and swimming pool</i></b> are detected in accordance with ILS.</p> <p>4.4 Potential dangers in home aquatic environments are checked in accordance with ILS.</p>	<ul style="list-style-type: none"> <li>○ Factors that vary water flow in river, lake, beach and ocean.</li> <li>○ Factors that affect strength of current in river, lake, beach and ocean.</li> <li>○ Stay safe practices: rivers, lakes, ponds, beaches, pools and home or condominium aquatic environment.</li> <li>● <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and written Communication</li> </ul> </li> <li>● <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Rivers                             <ul style="list-style-type: none"> <li>- Water Volume</li> <li>- Width and Depth of river.</li> <li>- Rate of Drop In river bed</li> <li>- Heavy rainfall</li> <li>- Water release from dams or storage areas.</li> </ul> </li> <li>○ Tidal changes</li> <li>○ Crossing river Waters</li> <li>○ Lakes and Dams                             <ul style="list-style-type: none"> <li>- River entry points</li> <li>- Cold Water</li> <li>- Waves</li> </ul> </li> <li>○ Farm Ponds                             <ul style="list-style-type: none"> <li>- Depth of water at farm dams</li> <li>- Cold water and strong current at Irrigation channels due to pumps</li> <li>- Water tanks, troughs and fish ponds not designed for swimming.</li> </ul> </li> <li>○ Beach and Ocean</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Ability to identify whirlpool in the water and reverse currents near the riverbank, rocks or semi-submerged obstacle.</li> <li>● Ability to recognize strong current (Swift Water) at river entry points of lakes, dams and lagoons.</li> <li>● 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.</li> <li>● Ability to Notice the moderate size waves that often are close together and can be difficult to swim past when they have broken.</li> <li>● Ability to detect strong currents (Swift Water) caused by irrigation pumps and channels in ponds or farms.</li> <li>● Ability to distinguish in farm ponds as not for swimming area: The farm dams, water tanks, water troughs and buckets.</li> <li>●</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>- Waves</li> <li>- Plunging Wave</li> <li>- Spilling Wave</li> <li>- Surging Wave</li> <li>- Currents</li> <li>- Runback Currents</li> <li>- Rips</li> <li>o Public/Home Condo) Pools <ul style="list-style-type: none"> <li>- Varied Water Depths</li> <li>- Unfenced Home Pools</li> <li>-</li> <li>- Slippery Surfaces</li> <li>- Uncovered spa bath and buckets filled with liquid.</li> <li>- Fish ponds in gardens</li> </ul> </li> <li>• <b>Safety Practices</b> <ul style="list-style-type: none"> <li>o Environmental protection and concerns</li> <li>o Good grooming and personal hygiene</li> <li>o Occupational Safety and Health Standards</li> </ul> </li> <li>• <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>o Stay Safe Guidelines for different aquatic environments</li> </ul> </li> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>o Swimming and Lifesaving Handbook</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>o Self-esteem</li> <li>o Punctual/ Time conscious</li> <li>o Environmental and pollution conscious</li> <li>o Flexible/ adaptable</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ability to differentiate plunging wave, spilling wave and surging wave in beach and ocean.</li> <li>• Ability to differentiate tidal current, runback current and rips at beach and ocean.</li> <li>•</li> <li>• Ability to hoist a red flag “No Swim in rip area” when a rip current is recognize.</li> <li>•</li> <li>• Ability to check for good conditions of fences, barriers and gates of public and home (condominium) pools.</li> <li>•</li> <li>• Ability to safe keep hazard materials and pool equipment before allowing swimmers and bathers in pools.</li> <li>•</li> <li>• Ability to monitor weather Forecasts to include low tide and high tide situation.</li> <li>•</li> <li>• Ability to avoid swim in water crossings point caused by high tides and swift water down pour at rivers or floods.</li> <li>• Ability to comprehend oral and written communication</li> <li>• Ability to practice in- House safety</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul>	<p>procedure on environmental protection, good grooming and hygiene, occupational safety and health</p> <ul style="list-style-type: none"> <li>● Ability to practice personal values in an aquatic environment</li> </ul>
5. Follow safety guidelines of different aquatic activities	<p>5.1 <b>Guidelines for swimming at swimming pools</b> are implemented in accordance with ILS.</p> <p>5.2 <b>Guidelines for swimming at the beach</b> are implemented in accordance with ILS.</p> <p>5.3 <b>Guidelines for swimming in waves</b> are implemented in accordance with ILS.</p> <p>5.4 <b>Guidelines for swimming at a river</b> are implemented in accordance with ILS.</p> <p>5.5 <b>Guidelines for safe fishing</b> are implemented in accordance with ILS.</p> <p>5.6 <b>Guidelines for safe watercraft</b> recreation are implemented in accordance with ILS.</p> <p>5.7 <b>Guidelines for safe surfing</b> are implemented in accordance with ILS.</p> <p>5.8 <b>Guidelines for safe recreational diving and snorkeling</b> are implemented in accordance with ILS.</p> <p>5.9 <b>Guidelines for the conduct of water safety education and programs</b> are implemented in accordance with Water Safety</p>	<ul style="list-style-type: none"> <li>● <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Safety Guidelines of Different Aquatic Activities</li> <li>○ Swimming at Swimming Pools</li> <li>○ Swimming at Beaches</li> <li>○ Swimming in Waves</li> <li>○ Swimming at Rivers</li> <li>○ Safe Fishing</li> <li>○ Safe Watercraft Recreation</li> <li>○ Safe Surfing</li> <li>○ Safe Recreational Diving and Snorkeling</li> <li>○ Conduct of Water Safety Education and Programs</li> </ul> </li> <li>● <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and written Communication</li> </ul> </li> <li>● <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Orientate body at an angle to the current flow, facing upstream as a technique to survival swimming at river.</li> <li>○ Swim parallel with the waves when caught in a rip current, returning to the shore of the beach through the</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Implementation of safety guidelines for different aquatic activities: <ul style="list-style-type: none"> <li>○ Swimming at Swimming Pools</li> <li>○ Swimming at Beaches</li> <li>○ Swimming in Waves</li> <li>○ 5Swimming at Rivers</li> <li>○ Safe Fishing</li> <li>○ Safe Watercraft Recreation</li> <li>○ Safe Surfing</li> <li>○ Safe Recreational Diving and Snorkeling</li> <li>○ Conduct of Water Safety Education and Programs</li> </ul> </li> <li>● Ability to comprehend oral and written communication</li> <li>● Ability to swim by orienting body at an angle to current flow, facing upstream for survival at river.</li> <li>● Ability to swim parallel with the waves to escape a rip current.</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables Handbook.	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<p>breaking waves.</p> <ul style="list-style-type: none"> <li>○ Float and wave, if unable to escape from the rip.</li> <li>○ For swimming in waves, strength is needed to break through a wave and gain as much distance before the next wave.</li> <li>○ Appropriate PFDs / harness are worn during beach or rock fishing.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> </ul> </li> <li>● <b>Occupational Safety and Health Standards</b> <ul style="list-style-type: none"> <li>○ Choosing and Wearing of Appropriate PFD</li> </ul> </li> <li>● <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Standards PFD Classification: Type 1 to 3.</li> </ul> </li> <li>● <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Parts and functions of Personal Flotation Devices (PFDs)</li> <li>○ Proper cleaning and stowing of PFDs</li> <li>○ PFDs storage and proper safekeeping for easy pullout / use</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>○ Ability to float and wave inside a rip current (simulating inability to escape a rip) person</li> <li>● Get in and out of the water while wearing a PFD.</li> </ul> <p>5.1 Utilize and maintain PFDs</p> <p>5.2 Practice personal values in an aquatic environment</p>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul> </li> </ul>	

### RANGE OF VARIABLES

VARIABLE	RANGE
1. Aqua Code	May refer to but not limited to: <ol style="list-style-type: none"> <li>1.1 GSR Aquacode: Go together, Stay afloat and wave and Reach to rescue.</li> <li>1.2 P3R concept in lifesaving practice: Prevention, Recognition, Rescue and Recovery.</li> <li>1.3 STAR Rescue Guide by RNLI: Stop, Think, Act and Review.</li> <li>1.4 RCS2 Swimming Rescue components by the USLA: Recognize and Respond, Contact and Control, and Signal and Save.</li> <li>1.5 ILS Medical Position Statement MPS13 on Aquatic Disasters: Prevention, Rescue, Health Management and Debriefing.</li> </ol>
2. Uniforms	May refer to but not limited to : <ol style="list-style-type: none"> <li>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.</li> <li>2.2 Ideally, upper body clothing (shirts, jacket, etc.) will be yellow and lower body clothing (swimsuit, shorts, pants etc.) in Red.</li> <li>2.3 A set of Uniform should comprise of               <ol style="list-style-type: none"> <li>2.3.1 Swimwear</li> <li>2.3.2 Shirt (long sleeves are preferred for outdoor work to maximize sun protection)</li> <li>2.3.3 Pants (long legged pants are preferred for outdoor work to maximize sun protection)</li> <li>2.3.4 Hat (a broad brim is preferred for outdoor work to</li> </ol> </li> </ol>

VARIABLE	RANGE
	<p>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.</p> <p>2.3.5 Polarized sunglasses for outdoor work.</p> <p>2.4 Clothing should allow protection from extreme temperatures (lightweight in predominantly hot environments, heavy weight in predominantly cold environments).</p> <p>2.5 Uniform should provide sun protection with recommended UPF50 or 50+.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>2.9 In certain conditions, colors red and yellow are applied to other special protective items such as “Stinger” suits to protect against dangerous marine creatures, footwear due to extreme hot or cold and rough ground conditions, lifejackets and helmets</p>
3. Sun protection devices	<p>May include:</p> <p>3.1 Spectrum, water resistant SPF 30+ Sunscreen applied generously on all clean, dry, exposed skin 20 minutes before going outdoor</p> <p>3.2 100% UV resistant EPF 10 polarized Sunglasses with side that does not obscure peripheral vision</p> <p>3.3 Shade Canopy / tent that block out UVR to 50% minimum.</p>
4. Flags	<p>May include:</p> <p>4.1 Red and Yellow Flag hoisted at lifeguard stand indicating Pool is supervised by Lifeguard.</p> <p>4.2 Red Flag hoisted indicating No Swim instruction to guests.</p>
5. Signs	<p>May include :</p> <p>5.1 Regulatory Symbols</p> <p>5.2 Warning Symbols</p> <p>5.3 Information Symbols</p> <p>5.4 Permissive Symbols</p> <p>5.5 Regulatory, Permissible and Safety symbols</p> <p>5.6 HazChem Symbols</p>
6. Currents	<p>May include:</p> <p>6.1 Factors that causes variable water flow</p> <p>6.1.1 Flooding</p> <p>6.1.2 Projecting Headlands</p> <p>6.1.3 Islands</p> <p>6.1.4 Winding River Course</p> <p>6.1.5 Hazards like debris, submerged trees or rocks.</p>

VARIABLE	RANGE
	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
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.

VARIABLE	RANGE
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 onto 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 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

VARIABLE	RANGE
	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	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Demonstrated knowledge on aquacode, use of proper uniform and sun protection and the dangers of different aquatic environments</li> <li>1.2 Received and acted on messages and instruction of standard water safety signage.</li> <li>1.3 Demonstrated swim competency based on swimming guidelines at the pool, beach, river and surf.</li> <li>1.4 Demonstrated water safety knowledge for fishing, water craft, surfing, recreational diving and snorkeling.</li> </ul>
2. Resource implications	<p><b>The following resources <u>MUST</u> be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Recognized Uniform</li> <li>2.2 Swimming Pool</li> <li>2.3 Alternative aquatic locations where pools are not available.</li> </ul>
3. Method of assessment	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Direct Observation</li> <li>3.2 Oral interview</li> <li>3.3 Written Evaluation</li> <li>3.4 Third Party Report</li> </ul>
4. Context of assessment	<p>Competency may be assessed individually in the actual workplace or simulation environment in TESDA accredited institutions.</p>

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 <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Recognize the function of human respiratory system	1.1 <b>Respiratory system</b> 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 are demonstrated in accordance with the Handbook on Swimming and Lifesaving.	<ul style="list-style-type: none"> <li>• <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Function of human respiratory system</li> <li>○ Importance of oxygen to the cells of the brain, heart and lungs.</li> </ul> </li> <li>• <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and written communication</li> </ul> </li> <li>• <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Design and functioning of Respiratory System</li> <li>○ Volume of air intake through the mouth</li> </ul> </li> <li>• <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> <li>○ Regular practice to maintain resuscitation skill</li> </ul> </li> <li>• <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ All Resuscitation Guidelines consistent with protocols by Resuscitation Council (ARC).</li> </ul> </li> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Illustration of Air</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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),</li> <li>• Start resuscitation as soon as possible after normal breathing has stopped, whatever the cause.</li> <li>• Comprehend oral and written communication</li> <li>• Perform clearing and maintaining open airway by head tilting and chin lifting.</li> <li>• Practice in-house safety procedure on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>• Access Handbook on Resuscitation for immediate reference on human respiratory system</li> <li>• Monitor maintenance system for</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<p>Composition during Inspiration and Expiration</p> <ul style="list-style-type: none"> <li>○ Illustration on Trachea and Alveoli functions.</li> <li>○ Illustration on exchange of gases at alveolus through bronchioles.</li> <li>○ Illustration on air route to the lungs</li> </ul> <ul style="list-style-type: none"> <li>● <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/</li> <li>○ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul> </li> </ul>	<p>multimedia illustrations of human respiratory system</p> <ul style="list-style-type: none"> <li>● Practice personal values in classroom and in an aquatic environment</li> </ul>
2. Determine the function of human circulatory system	<p>2.1 Parts of the <b>heart</b> is discussed in accordance with the Handbook on Swimming and Lifesaving.</p> <p>2.2 Circulatory system is discussed in accordance with the Handbook on Swimming and Lifesaving.</p> <p>2.3 Functions of <b>blood vessels</b> and components of the <b>blood</b> in line with Swimming and Lifesaving Manual on Resuscitation.</p>	<ul style="list-style-type: none"> <li>● <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Function of human circulatory system</li> </ul> </li> <li>● <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and written communication</li> </ul> </li> <li>● <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Design and Functioning of Circulatory System</li> <li>○ Position of the heart with respect to the chest and sternum.</li> </ul> </li> <li>● <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Discuss how the body cells are enabled to be supplied with oxygen and glucose by circulatory system</li> <li>● Start resuscitation as soon as possible after normal breathing has stopped, whatever the cause.</li> <li>● Comprehend oral and written communication</li> <li>● Locate CPR compression point.</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> <li>○ Regular practice to maintain resuscitation skill</li> <li>● <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ All Resuscitation Guidelines consistent with protocols by Resuscitation Council (RC)</li> </ul> </li> <li>● <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Illustration on Thoracic Cage</li> <li>○ Illustration of the Heart.</li> </ul> </li> <li>● <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/</li> <li>○ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Practice in-House safety procedure on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>● Access Handbook on Resuscitation for immediate reference on human circulatory system.</li> <li>● Monitor maintenance system for multimedia illustrations of human circulatory system</li> <li>● Practice personal values in classroom and in an aquatic environment</li> </ul>
3. Apply resuscitation	3.1 Circumstance/s that led to <b>respiratory failure</b> is assessed in accordance with the Handbook on Swimming and Lifesaving.	<ul style="list-style-type: none"> <li>● <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Different circumstances of respiratory failure</li> <li>○ The Signs of Life</li> <li>○ The Chain of Survival</li> <li>○ Resuscitation Action Plan</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Ability to detect early the Cause of Respiratory Failure</li> <li>● CPR Applied Resuscitation Action Plan (DRSABCD)</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>3.2 <b>Resuscitation Action Plan (DRSABCD)</b> is performed in accordance with the Handbook on Swimming and Lifesaving.</p>	<p>(DRSABCD)</p> <ul style="list-style-type: none"> <li>○ CPR techniques including modification for infants</li> <li>● <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and written communication</li> </ul> </li> <li>● <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Rhythm of 30 Compression Is 5 such cycles will be completed every 2 minutes.</li> <li>○ Two (2) breaths of Rescue Breathing</li> <li>○ Depth of compression for casualties, irrespective of age, should be 1/3 of the chest.</li> </ul> </li> <li>● <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> <li>○ Regular practice to maintain resuscitation skill</li> </ul> </li> <li>● <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ All Resuscitation Guidelines consistent with protocols by Resuscitation Council (RC)</li> <li>○ Handbook for Swimming and Lifesaving on Resuscitation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Comprehend oral and written communication</li> <li>● Practice in-House safety procedure on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>● Access Handbook for Swimming and Lifesaving on Resuscitation.</li> <li>● Monitor maintenance system for multimedia illustrations on Resuscitation</li> <li>● Clean and Maintain practice manikins and mask,</li> <li>● Practice personal values in classroom and in an aquatic environment</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Resuscitation Anne practice Manikin</li> <li>○ Resuscitation Mask for Mouth- to-mask rescue breathing</li> <li>○ Rubber Gloves to avoid contact with blood and other body fluids.</li> <li>○ Guidelines for cleaning manikins</li> <li>○ Illustration of Resuscitation Flow Chart</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/</li> <li>○ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul> </li> </ul>	
4. Follow after care procedures to drowning victim	<p>4.1 Victim is maintained in <b>recovery position</b> after determining signs of life in accordance with ILS as specified in the Handbook on Swimming and Lifesaving.</p> <p>4.2 <b>General after care</b> procedures is applied in accordance with ILS as specified in the Handbook on Swimming and</p>	<ul style="list-style-type: none"> <li>• <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Casualty Monitoring</li> <li>○ General After Care Guidelines</li> <li>○ Transportation of Victim</li> <li>○ Use of Oxygen</li> </ul> </li> <li>• <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and written communication</li> </ul> </li> <li>• <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Position angle done for effective recovery position</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Position victim to Recovery Position when signs of life appear</li> <li>• Implement After Care procedure as per Handbook on Swimming and Lifesaving on Resuscitation, General After Care.</li> <li>• Comprehend oral and written communication</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>Lifesaving.</p> <p>4.3 Transport of victim to hospital by ambulance or any other vehicle is initiated and <b><i>use of oxygen</i></b> to victim by qualified lifeguards is assisted in accordance with ILS as specified in the Handbook on Swimming and Lifesaving.</p>	<ul style="list-style-type: none"> <li>• <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> <li>○ Regular practice to maintain resuscitation skills</li> </ul> </li> <li>• <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Guidelines for General After Care as per Handbook on Swimming and Lifesaving</li> <li>○ Guidelines for Recovery Position as per Handbook on Swimming and Lifesaving.</li> </ul> </li> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Illustration on the conduct of recovery position to victim</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/</li> <li>○ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice in-House safety procedure on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>• Access Handbook for Swimming and Lifesaving on Resuscitation.</li> <li>• Monitor maintenance system for multimedia illustrations on Resuscitation</li> <li>• Clean and Maintain practice manikins and mask,</li> <li>• Practice personal values in classroom and in an aquatic environment</li> </ul>

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Respiratory system	Explanation may include but are not limited to: <ol style="list-style-type: none"> <li>1.1. Location at thoracic cavity and protection by breastbone, spine, and ribs</li> <li>1.2. Parts of respiratory system - pharynx, trachea, lungs, bronchi, bronchioles, alveoli, diaphragm</li> <li>1.3. Gas exchange process with the Alveoli and Trachea</li> <li>1.4. Pathway of air to lungs</li> <li>1.5. Mechanics of breathing is discussed               <ol style="list-style-type: none"> <li>1.5.1 During breathing in (inspiration).</li> <li>1.5.2 During breathing out (expiration)</li> </ol> </li> </ol>
2. Heart	May include but not be limited to: <ol style="list-style-type: none"> <li>2.1. The Heart as a strong muscular pump.</li> <li>2.2. Function of the Heart at Thoracic Cage.</li> <li>2.3. Pathway of Blood through the Heart .</li> <li>2.4. The Blood and blood vessels</li> </ol>
3. Blood vessels	May include but not limited to: <ol style="list-style-type: none"> <li>3.1 Arteries</li> <li>3.2 Veins</li> <li>3.3 Capillaries</li> </ol>
4. Blood	May include but not limited to: <ol style="list-style-type: none"> <li>4.1 Red Cells</li> <li>4.2 White Cells</li> <li>4.3 Platelets</li> </ol>
5. Respiratory failures	May not limited to: <ol style="list-style-type: none"> <li>5.1 Drowning</li> <li>5.2 Sudden cardiac arrest</li> <li>5.3 Stroke</li> <li>5.4 Electric shock</li> <li>5.5 Head injury</li> <li>5.6 Drug overdose</li> <li>5.7 Epilepsy</li> <li>5.8 Choking</li> </ol>
6. Resuscitation Action Plan (DRSABCD)	May include but not limited to: <ol style="list-style-type: none"> <li>6.1 Dangers (D) and hazards to the rescuer, bystanders and the casualty are checked.</li> <li>6.2 Responses (R) and the level of consciousness of the casualty are checked using the 'COWS' method</li> <li>6.3 Sent (S) for help by asking bystanders to call emergency 117 or 112 for Ambulance.</li> <li>6.4 Airway (A)is cleared and maintained.</li> <li>6.5 Breathing (B) is checked. Two (2) initial rescue breaths is given if victim is not breathing,</li> <li>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..</li> <li>6.7 Defibrillation (D), install Defibrillator as soon as available.</li> </ol>

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	<b>Assessment requires evidence that the candidate:</b> Practiced the basic procedures of 5S
2. Resource implications	<b>The following resources <u>MUST</u> be provided:</b> Facilities, materials, tools and equipment necessary for the activity
3. Method of assessment	<b>Competency in this unit may be assessed through:</b> 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.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Assess aquatic emergency situation	<p>1.1. <b>Signs and symptoms of aquatic injury</b> are detected in accordance with ILS as specified in the Handbook on Swimming and Lifesaving.</p> <p>1.2. Available <b>first aid kits</b> are used in accordance with ILS as specified in the Handbook on Swimming and Lifesaving.</p> <p>1.3. <b>Triage</b> procedure on emergency having multiple casualties is implemented in accordance with ILS as specified in the Handbook on Swimming and Lifesaving.</p>	<ul style="list-style-type: none"> <li>• <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Aquatic emergency assessment applicable to land-based emergencies such as heart attack and vehicle accidents</li> </ul> </li> <li>• <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and written communication</li> </ul> </li> <li>• <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Gather data for evaluation of injury trends</li> <li>○ Order of treatment and evacuation at triage</li> </ul> </li> <li>• <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> </ul> </li> <li>• <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Emergency Care Procedures consistent with Lifesaving and Swimming Handbook on Emergency Care.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ability to assess emergency situation with sense of urgency</li> <li>• Applied Triage in situation where there are two (2) or more casualties in an emergency.</li> <li>• Use available first aid kit or bag.</li> <li>• Comprehend oral and written communication</li> <li>• Practice in-House safety procedure on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>• Access Handbook for Swimming and Lifesaving on Emergency Care.</li> <li>• Monitor maintenance system for multimedia illustrations on Emergency Care</li> <li>• Clean and Maintain first aid kit or bag, first aid log and emergency hygiene packs.</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>• <b>Materials, Tools &amp; Equipment:</b> Uses, Specifications and Maintenance               <ul style="list-style-type: none"> <li>○ First aid kit or bag</li> <li>○ First aid record Compilation</li> <li>○ Emergency Hygiene Pack: wash soap, disposable gloves, household bleach and trash disposal plastic bag.</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/</li> <li>○ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Practice personal values in classroom and in an aquatic environment</li> </ul>
2. Apply first aid	<p>2.1 Illness is managed and <b>hygiene</b> in emergency situation is maintained in accordance with ILS as specified in the Handbook on Swimming and Lifesaving.</p> <p>2.2 Emergency services is requested to transport patient to hospital is assisted in accordance with ILS as specified in the Handbook on Swimming and</p>	<ul style="list-style-type: none"> <li>• <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Basic aid rescue, care and management) in aquatic emergencies</li> </ul> </li> <li>• <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and written communication</li> </ul> </li> <li>• <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Analysis of data provided on injury</li> <li>○ Sorting and allocating aid to provide order at triage situation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Applied specific first aid to injury</li> <li>• Hygiene practice in emergency situation</li> <li>• Call ambulance emergency service</li> <li>• Assist lifting and carrying of victim for transport to hospital.</li> <li>• Comprehend</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	Lifesaving.	<ul style="list-style-type: none"> <li>• <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> </ul> </li> <li>• <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ GSPO Section 3-F8 on First Aid Forms</li> <li>○ GSPO Section 3 – FA4 on First Aid Kits.</li> <li>○ GSPO Section 3-F7 on Personal Protective Equipment and Safety.</li> </ul> </li> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ First aid kit or bag</li> <li>○ Emergency Hygiene Pack: wash soap, disposable gloves, household bleach and trash disposal plastic bag</li> <li>○ First aid record Compilation</li> <li>○ Spine Board with head immobilizer</li> <li>○ Folding Stretcher with roller</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/</li> <li>○ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> </ul> </li> </ul>	<p>oral and written communication</p> <ul style="list-style-type: none"> <li>• Practice in-house safety procedure on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>• Access Handbook for Swimming and Lifesaving on Emergency Care.</li> <li>• Monitor maintenance system for multimedia illustrations on Emergency Care</li> <li>• Clean and Maintain First aid kit or bag, first aid log, spine board and folding stretcher.</li> <li>• Dispose properly hygiene packs used in emergency and clean treatment area.</li> <li>• Practice personal values in classroom and in an aquatic environment</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul>	
3. Communicate details of the incident	<p>3.1 First Aid <b>records or logs</b> of injury or incident is documented in accordance with ILS as specified in the Handbook on Swimming and Lifesaving.</p> <p>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.</p>	<ul style="list-style-type: none"> <li>● <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Use of Incident Report Form</li> <li>○ Fill-out forms for First Aid or Incident Recording</li> </ul> </li> <li>● <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and written communication</li> </ul> </li> <li>● <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Provide relevant data on injury or incident for medical service use and future reference.</li> </ul> </li> <li>● <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> </ul> </li> <li>● <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Emergency Log Procedure is consistent with Lifesaving and Swimming Handbook on Emergency Care</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Fill out Incident / First Aid Report Form</li> <li>● Turn-over a copy of Incident/First Aid Report to responding emergency service.</li> <li>● Comprehend oral and written communication</li> <li>● Practice in-House safety procedure on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>● Access Handbook for Lifeguarding on Risk Management.</li> <li>● Monitor maintenance system for multimedia illustrations on Emergency Care</li> <li>● Clean and Maintain Incident/first aid Report Compilation.</li> <li>● Practice personal values in classroom and in an aquatic</li> </ul>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
		<ul style="list-style-type: none"> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ First aid kit or bag</li> <li>○ First aid record Compilation</li> </ul> </li>   <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/</li> <li>○ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul> </li> </ul>	environment <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Signs and symptoms for aquatic injury	May include but are not limited to: <ol style="list-style-type: none"> <li>1.1 Asthma</li> <li>1.2 Bites and Stings.</li> <li>1.3 Bleeding</li> <li>1.4 Burns.</li> <li>1.5 Chest Injuries.</li> <li>1.6 Choking.</li> <li>1.7 Cold Injury.</li> <li>1.8 Diabetes.</li> <li>1.9 Drowning and Near-drowning.</li> <li>1.10 Ear Problem.</li> <li>1.11 Environmental Exposure.</li> <li>1.12 Facial Injuries.</li> <li>1.13 Fainting.</li> <li>1.14 Foreign bodies in the eye, ear and nose.</li> <li>1.15 Fractures.</li> <li>1.16 Head Injury.</li> <li>1.17 Heat illness.</li> <li>1.18 Hyperthermia.</li> <li>1.19 Muscle Injuries.</li> <li>1.20 Poisoning.</li> <li>1.21 Seizures and Convulsions.</li> <li>1.22 Shock.</li> <li>1.23 Spinal Injuries.</li> <li>1.24 Stroke</li> </ol>
2. First Aid Kits	May include : <ol style="list-style-type: none"> <li>2.1 Making First aid Kits available at Home and Cars</li> <li>2.2 Install First aid Kits in proper location where employees in a work place can access easily.</li> <li>2.3 First aid Kits must be regularly checked and maintained.</li> </ol>
3. Triage	May include: <ol style="list-style-type: none"> <li>3.1 Sorting and allocating of aid on the basis of need for a likely benefit from medical treatment</li> <li>3.2 Classifying casualties according to injury category:               <ol style="list-style-type: none"> <li>3.2.1 Trivial Injuries</li> <li>3.2.2 Injuries that require medical treatment but not hospitalization</li> <li>3.2.3 Urgent Medical Aid and hospitalization</li> <li>3.2.4 Clinically dead or likely to die before arrival to hospital</li> </ol> </li> <li>3.3 Observance of the order of treatment and evacuation               <ol style="list-style-type: none"> <li>3.3.1 In most situations</li> <li>3.3.2 In mass emergencies</li> </ol> </li> </ol>

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	<b>Assessment requires evidence that the candidate:</b> Practiced the basic procedures of Aquatic Emergency Care
2. Resource implications	<b>The following resources <u>MUST</u> be provided:</b> Facilities, materials, tools and equipment necessary for the activity
3. Method of assessment	<b>Competency in this unit may be assessed through:</b> 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.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
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.	<ul style="list-style-type: none"> <li>• <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Importance of Hand and Whistle Signals In any aquatic environment</li> <li>○ ILS Lifesaving Position Statement LPS-12 on International Lifeguard Hand Signals</li> <li>○ Wikipedia 2012: Lifeguard Whistle Signals</li> </ul> </li> <li>• <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and written Communication</li> <li>○ Hand Signaling</li> <li>○ Whistle Signaling</li> </ul> </li> <li>• <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Observed distance between transmitter and receiver</li> <li>○ Large background noise volume at the pool making verbal communication difficult and in effect making hand and whistle signals useful.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Execute hand signals for inter-lifeguard communication               <ul style="list-style-type: none"> <li>○ Message Received</li> <li>○ Cover my Area</li> <li>○ Assistance Required</li> <li>○ Rotate</li> <li>○ Come Together</li> <li>○ First Aid</li> <li>○ Major Emergency</li> <li>○ Take a Break</li> <li>○ Not Breathing</li> <li>○ Suspected Spinal</li> </ul> </li> <li>• Blow standard whistle signals               <ul style="list-style-type: none"> <li>○ One short whistle blast to signal attention or alert other lifeguards</li> <li>○ Three long blasts to signal a major emergency</li> </ul> </li> <li>• Comprehend oral and written communication</li> <li>• Practice in-House safety procedure on Environmental protection, good grooming and hygiene, occupational safety and health</li> <li>• Access Handbook for Lifeguarding on Emergency Response, Visual and Audible Signals.</li> <li>• Clean and maintain Lifeguard Blast whistle.</li> <li>• Practice personal values in classroom</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>• <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> </ul> </li>   <li>• <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ ILS Lifesaving Position Statement LPS-12 on International Lifeguard Hand Signals</li> <li>○ Wikipedia 2012: Lifeguard Whistle Signals</li> <li>○ Lifeguarding Manual 4th Edition on Emergency Response, Visual and Audible Signals</li> </ul> </li>   <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Recommended Blast Whistle for Lifeguard</li> </ul> </li>   <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/</li> <li>○ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> </ul> </li> </ul>	and in an aquatic environment

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul>	
2. Demonstrate whistle and hand signals as transmitter and receiver	<p>2.1 Positioned at short distance and as a transmitter <b><i>whistle</i></b> and <b><i>hand signaling</i></b> is initiated in accordance with ILS as specified in the Handbook on Swimming and Lifesaving.</p> <p>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.</p> <p>2.3 Instructions are acknowledged and responded by receiver in accordance with ILS as specified in the Handbook on Swimming and Lifesaving.</p> <p>2.4 Actions carried by receiver are observed to check correctness of message and action delivery for a successful communication.</p>	<ul style="list-style-type: none"> <li>● <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Communication among Lifeguards in an emergency</li> <li>○ Lifeguarding Manual 4th Edition on Visual and Audible Lifeguard Communication</li> </ul> </li> <li>● <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and written Communication</li> <li>○ Hand Signaling</li> <li>○ Whistle Signaling</li> </ul> </li> <li>● <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Observed distance between transmitter and receiver</li> <li>○ Large background noise volume at the pool making verbal communication not audible and in effect making hand and whistle signals useful</li> </ul> </li> <li>● <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Ability to transmit specified hand and whistle signals for Lifeguard Inter-communication</li> <li>● Concisely received and clarified messages</li> <li>● Actions carried accurately as signaled.</li> <li>● Comprehend oral and written communication</li> <li>● Practice in-House safety procedure on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>● Access Handbook for Lifeguarding on Emergency Response, Visual and Audible Signals</li> <li>● Clean and maintain Blast whistle.</li> <li>● Practice personal values in classroom and in an aquatic environment</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>• <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Lifeguarding Manual (4th Edition or later) on Visual and Audible Lifeguard Communication</li> </ul> </li> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Recommended Blast Whistle for Lifeguards</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/</li> <li>○ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul> </li> </ul>	

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
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	<b>Assessment requires evidence that the candidate:</b> 1.1 Demonstrate hand and whistle signals as transmitter and receiver 1.2 Acknowledge messages and act on with accuracy.
2. Resource implications	<b>The following resources <u>MUST</u> be provided:</b> Facilities, materials, tools and equipment necessary for the activity
3. Method of assessment	<b>Competency in this unit may be assessed through::</b> 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 :** DEMONSTRATE LEVEL OF FITNESS APPROPRIATE FOR OPEN WATER ENVIRONMENT

**UNIT CODE :** SOC541307

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and technique in performing either long distance swim, run or combined and underwater swim to recover a victim at 5 meters minimum depth.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Demonstrate 800- meters distance swim using prescribed strokes in 16 minutes	1.1 <b><i>Proper warm-up and cooling down procedures</i></b> are demonstrated before and after the actual swim.  1.2 800-meter distance swimming is demonstrated in 16 minutes using <b><i>prescribed strokes</i></b> at swimming pool environment  1.3 Safe water exit procedures is demonstrated in accordance with International Life Saving (ILS) as prescribed in Handbook on Swimming and Lifesaving for Swim and Survive Program	<ul style="list-style-type: none"> <li>• <b>TradeTheory</b> <ul style="list-style-type: none"> <li>○ Types of swimming strokes in lifesaving</li> <li>○ Elements and Swimming Techniques of each lifesaving stroke</li> <li>○ Types of rip currents</li> </ul> </li> <li>• <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and Written communication</li> <li>○ Whistle and hand signals</li> </ul> </li> <li>• <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Depths of water</li> <li>○ State of the water bottom</li> <li>○ Distance from Safety position</li> <li>○ Directional Orientation estimates</li> </ul> </li> <li>• <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ability to swim efficiently the six lifesaving swimming stroke</li> <li>• Comprehend oral and written communication</li> <li>• Interpret hand and whistle communication</li> <li>• Mensuration applied for swimming efficiency</li> <li>• Follow in house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>• Operate and maintain multimedia presentation materials and equipment</li> <li>• Access Swimming and Lifesaving Handbook on Lifesaving Strokes</li> <li>• Practice personal values in aquatic venues</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>• <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Swimming and Lifesaving Handbook for Lifesaving Strokes.</li> </ul> </li> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> <li>○ Practice manikin</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/</li> <li>○ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul> </li> </ul>	
2. Demonstrate 200-meters run; 200 meters swim and 200-meters run in 6 minutes	<p>2.1 200-meter run; 200-meter swim; and 200-meter run performed in 6 minutes each using freestyle and breast stroke according to <b><i>prescribed open water environment</i></b></p> <p>2.2 Cool down and recovery procedures are performed upon reaching the established finish line.</p>	<ul style="list-style-type: none"> <li>• <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Health and safety implications in performing run swim run routine</li> <li>○ Proper running Techniques</li> <li>○ Elements and application of different swimming strokes in lifesaving</li> </ul> </li> <li>• <b>Communication</b> <ul style="list-style-type: none"> <li>○ Oral and Written communication</li> <li>○ Whistle and hand signals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Proper short distance running forms</li> <li>• Maintained swimming skills while navigating a prescribed route</li> <li>• Focused, critical thinking and analytical skills while navigating a prescribed route.</li> <li>• Comprehend oral and written communication</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>• <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Running terrain</li> <li>○ Depths of water</li> <li>○ State of the water bottom</li> <li>○ Distance from Safety position</li> </ul> </li> <li>• <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> <li>○ Buddy and Check-in System</li> <li>○ Water Checks</li> <li>○ Safety Stops</li> </ul> </li> <li>• <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Swimming and Lifesaving Handbook for Lifesaving Strokes</li> </ul> </li> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/</li> <li>○ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Communicate by hand and whistle Signal, Public address or alarm.</li> <li>• Mensuration applied for efficiency of run-swim-run tasks.</li> <li>• Follow in house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>• Operate and maintain multimedia presentation materials and equipment</li> <li>• Access Swimming and Lifesaving Handbook on Lifesaving Strokes</li> <li>• Practice personal values in aquatic venues</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul>	
3. Demonstrate surface dive and underwater swim	<p>3.1 <b>Surface dive</b> and <b>underwater</b> swim are performed at a distance of 25 meters.</p> <p>3.2 Safe water exit procedures is demonstrated in accordance with ILS as specified in the Handbook on Swimming and Lifesaving.</p>	<ul style="list-style-type: none"> <li>● <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Nature of underwater environment</li> <li>○ Safety precautions in surface diving</li> <li>○ Knowledge on shallow water black out</li> <li>○ Underwater Swimming techniques</li> </ul> </li> <li>● <b>Communication</b> <ul style="list-style-type: none"> <li>○ Oral and Written communication</li> <li>○ Whistle and hand signals</li> </ul> </li> <li>● <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Depths of water</li> <li>○ State of the water bottom</li> <li>○ Distance from Safety position</li> </ul> </li> <li>● <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> <li>○ Buddy and Check-in System</li> <li>○ Water Checks</li> <li>○ Safety Stops</li> </ul> </li> <li>● <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Swimming and Lifesaving Handbook for Water Safety</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Focused, critical thinking and analytical skills in performing underwater swim</li> <li>● Safe surface Diving skills</li> <li>● Safe underwater swimming skills</li> <li>● Comprehend oral and written communication</li> <li>● Communicate by Hand, and whistle signals.</li> <li>● Mensuration applied for Swimming efficiency.</li> <li>● Follow in house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>● Operate and maintain multimedia presentation materials and equipment</li> <li>● Access Swimming and Lifesaving Handbook on Water Safety</li> <li>● Practice personal</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> <li>○ Practice Manikin</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/</li> <li>○ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul> </li> </ul>	values in aquatic venues
4. Demonstrate underwater recovery	<p>4.1 Surface dive and recovery of 3 objects placed 5 meters apart with 1 object placed at the deepest part of the pool depth are performed.</p> <p>4.3 Safe water exit procedures is demonstrated in accordance with ILS as specified in the Handbook on Swimming and Lifesaving.</p>	<ul style="list-style-type: none"> <li>• <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Nature of underwater environment</li> <li>○ Safety precautions in surface diving</li> <li>○ Knowledge on shallow water black out</li> <li>○ Techniques in recovering underwater victim</li> </ul> </li> <li>• <b>Communication</b> <ul style="list-style-type: none"> <li>○ Oral and Written communication</li> <li>○ Whistle and hand signals</li> </ul> </li> <li>• <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Depths of water</li> <li>○ State of the water bottom</li> <li>○ Distance from Safety position</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Focused, critical thinking and analytical skills in performing underwater swim</li> <li>• Safe surface Diving skills</li> <li>• Safe underwater swimming skills</li> <li>• Comprehend oral and written communication</li> <li>• Communicate by Hand, and whistle signals.</li> <li>• Mensuration applied for swimming efficiency.</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>• <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> <li>○ Buddy and Check-in System</li> <li>○ Water Checks</li> <li>○ Safety Stops</li> </ul> </li> <li>• <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Swimming and Lifesaving Handbook on Rescue Techniques for recovery of submerged person.</li> </ul> </li> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/</li> <li>○ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>• Operate and maintain multimedia presentation materials and equipment</li> <li>• Access Swimming and Lifesaving Handbook on Rescue Techniques for recovery of submerged person.</li> <li>• Practice personal values in aquatic venues</li> </ul>

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. Proper warm-up and cooling down procedures	Proper Warm-up procedures 1.1 Dynamic Stretches 1.2 Short distance swim  Cooling down 1.3 Easy swim 1.4 Static stretching
2. Prescribed strokes	Not limited to: 2.1. Freestyle 2.2. Backstroke 2.3. Breast stroke 2.4. Side Stroke
3. Prescribed open water environment	Not limited to: 3.1 Beach area with at least 100 meters shoreline 3.2 Leisure pool 3.3 River and Lake 3.4 Surf
4. Underwater	Not limited to: 4.1 Swim below the surface of the water at beach 4.2 Swim below the surface of the water at river or lake 4.3 Swim below the surface of the water at pool environment
5. Surface Dive	Not limited to: 5.1 Dive head first without hitting the bottom of the pool. 5.2 Dive feet first

**EVIDENCE GUIDE**

1. Critical aspects of competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Demonstrate proper warm-up and procedure before the activity to ensure safety of self. 1.2 Swim with efficient usage of energy to finish the course in prescribed time.
2. Resource implications	<b>The following resources <u>MUST</u> be provided:</b> 2.1 Swimming pool with minimum length of 25 meters 2.2 Shoreline with at least 100m length 2.3 Buoys as markers of the prescribed swim route 2.4 Stand-by watercraft for emergency purposes 2.5. Presence of personnel knowledgeable on aquatic first aid 2.6 First aid kit
3. Method of assessment	<b>Competency in this unit may be assessed through::</b> Demonstration with oral questioning
4. Context of assessment	Competency may be assessed in the workplace or TESDA accredited assessment center

**UNIT OF COMPETENCY : PROVIDE LIFEGUARD SUPERVISION IN OUTDOOR AND INDOOR LEISURE FACILITIES**

**UNIT CODE : SOC541308**

**UNIT DESCRIPTOR :** This unit covers skills and techniques for supervising patrons to include preventive actions to eliminate hazards and risks in aquatic venues

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Perform lifeguarding scanning	<p>1.1 <b>Senses</b> are used to <b>sweep</b> happenings around an aquatic environment.</p> <p>1.2 <b>Danger points</b> are attended in an aquatic venue.</p> <p>1.3 Potential trouble or <b>distressed behaviors of active bathers</b> are detected.</p> <p>1.4 <b>Sensory input</b> scanning is provided in <b>screening patrons</b> for child supervision.</p> <p>1.5 <b>Scanning strategy</b> is applied to quickly recognize / respond to aquatic incidents in accordance with ILS as specified in Handbook on Lifeguarding.</p> <p>1.6 <b>Supervision zones</b> are plotted and <b>degree of supervision</b> for physically able and pregnant women are intensified in accordance with ILS as specified in Handbook on</p>	<ul style="list-style-type: none"> <li>• <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ The Senses and what they tell us</li> <li>○ Principles of scanning</li> <li>○ Different Scanning Strategies and Techniques</li> <li>○ Scanning Methodology</li> </ul> </li> <li>• <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and Written communication</li> <li>○ Whistle and hand signals</li> <li>○ Public Address (PA) System</li> <li>○ Alarms</li> </ul> </li> <li>• <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Repeated sweeps within 5 minutes allows focusing on each patron at least once.</li> </ul> </li> <li>• <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> </ul> </li> <li>• <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Guidelines for</li> <li>○ Safe Pool Operation (GSPO)</li> <li>○ Lifeguarding Handbook</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ability to effectively scan aquatic zone at the least time.</li> <li>• Familiarized characteristic sights, sounds, patterns and rhythms of activity considered normal and unique to an aquatic venue being served.</li> <li>• Identify hazards and danger points in aquatic venues. .</li> <li>• Comprehend oral and written communication</li> <li>• Interpret hand and whistle communication</li> <li>• Mensuration applied for efficiency of scanning tasks.</li> <li>• Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>• Operate and maintain multimedia presentation</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>Lifeguarding.</p> <p>1.7 <b>Communication with patrons</b> is maintained in accordance with ILS as specified in Handbook on Lifeguarding.</p>	<ul style="list-style-type: none"> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> <li>○ PA System</li> <li>○ Alarm System</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/</li> <li>○ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul> </li> </ul>	<p>materials and equipment</p> <ul style="list-style-type: none"> <li>• Access Guidelines for Safe Pool Operation (GSPO) and Lifeguarding Handbook on Supervision</li> <li>• Practice personal values in aquatic venues</li> </ul>
<p>2. Strategize preventive actions for hazards and risks control</p>	<p>2.1 <b>Degree of supervision</b> on aquatic facilities is intensified in accordance with ILS as specified in Lifeguarding Handbook.</p> <p>2.1 Aquatic <b>safety supervision</b> is performed in accordance with ILS as specified in Lifeguarding Handbook.</p> <p>2.3 <b>On-site surveillance</b> is demonstrated in accordance with ILS as specified in Lifeguarding Handbook.</p>	<ul style="list-style-type: none"> <li>• <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Prevention through supervision of patrons</li> <li>○ Safety supervision in leisure facilities</li> <li>○ Number and positioning of lifeguards,</li> <li>○ Low patronage pools</li> <li>○ Factors affecting supervision</li> <li>○ Failure to recognize drowning</li> <li>○ Other duties and distractions on lifeguards</li> </ul> </li> <li>• <b>Communication</b> <ul style="list-style-type: none"> <li>○ Oral and Written communication</li> <li>○ Whistle and hand</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ability to plan out supervision strategy for leisure facilities</li> <li>• Follow established safety procedures in different aquatic leisure facilities</li> <li>• Perform surveillance procedures at different aquatic venues.</li> <li>• Comprehend oral and written communication</li> <li>• Communicate by hand and whistle Signal, Public address or alarm.</li> <li>• Mensuration</li> </ul>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
		<ul style="list-style-type: none"> <li>signals               <ul style="list-style-type: none"> <li>○ Public Address (PA) System</li> <li>○ Alarms</li> </ul> </li> <li>● <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Repeated sweep in lifeguard scanning</li> <li>○ Line of sight and field of vision of lifeguard</li> <li>○ Roving intervals in lifeguard supervision</li> <li>○ Elevation for vantage point</li> </ul> </li> <li>● <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> <li>○ Buddy and Check-in System</li> <li>○ Water Checks</li> <li>○ Safety Stops</li> </ul> </li> <li>● <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Guidelines for Safe Pool Operation (GSPO)</li> <li>○ Handbook on Lifeguarding</li> </ul> </li> <li>● <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> <li>○ PA System</li> <li>○ Alarm System</li> </ul> </li> <li>● <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/</li> <li>○ Time conscious</li> <li>○ Environmental and pollution conscious</li> </ul> </li> </ul>	<p>applied for efficiency of supervision tasks.</p> <ul style="list-style-type: none"> <li>● Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>● Operate and maintain multimedia presentation materials and equipment</li> <li>● Access Guidelines for Safe Pool Operation (GSPO) and Handbook on Lifeguarding</li> <li>● Practice personal values in aquatic venues</li> <li>●</li> <li>●</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul>	
3. Follow safety guidelines for varied contemporary leisure pool and aquatic facilities	<p>3.1 Operation and <b><i>potential difficulties</i></b> associated with various leisure pool accessories and rescue performance in <b><i>special environment</i></b> are applied.</p> <p>3.2 Lifeguarding strategies and rescue procedures for each <b><i>aquatic leisure facilities</i></b> is implemented accordance with ILS as specified in Lifeguarding Handbook.</p>	<ul style="list-style-type: none"> <li>● <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Supervision of leisure facilities</li> <li>○ Role of Leisure pool lifeguard</li> <li>○ Water flow in water slides and river rides</li> <li>○ Artificially induced waves at wave pools</li> <li>○ Positioning of lifeguards at various leisure pools</li> <li>○ Potential risks and evacuation at leisure facilities</li> <li>○ Water slides safety rules – positioning, dispatch zone, exit zone, rescues and restrictions.</li> <li>○ Types of River rides – continuous rivers, stop-and- go rivers, lazy rivers and activity rivers.</li> <li>○ Rules for Spas and hydrotherapy pools</li> </ul> </li> <li>● <b>Communication</b> <ul style="list-style-type: none"> <li>○ Oral and Written Communication</li> <li>○ Whistle and hand signals</li> <li>○ Public Address (PA) System</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Applied knowledge of operation and associated potential difficulty areas in leisure pools</li> <li>● Ability to judge dangers for prevention of accident</li> <li>● Ability to perform rescues in leisure and special aquatic environments</li> <li>● Comprehend oral and written communication</li> <li>● Communicate by Hand, whistle, public address and alarm</li> <li>● Mensuration applied for efficiency to supervision tasks.</li> <li>● Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health</li> </ul>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
		<ul style="list-style-type: none"> <li>○ Alarms</li> <li>● <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Five (5) minutes limit of visual tasks</li> <li>○ Continuous movement of head and eyes</li> <li>○ Frequency of Lifeguard rotation</li> <li>○ Establish rotation in 5-minute increments for every rotation</li> <li>○ Accounting of patrons in your zone scan period</li> </ul> </li> <li>● <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> <li>○ Buddy and Check-in System</li> <li>○ Water Checks</li> <li>○ Safety Stops</li> </ul> </li> <li>● <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Guidelines for Safe Pool Operation (GSPO)</li> </ul> </li> <li>● <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> <li>○ PA System</li> <li>○ Alarm System</li> </ul> </li> <li>● <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/</li> <li>○ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Operate and maintain multimedia presentation materials and equipment</li> <li>● Access Guidelines for Safe Pool Operation (GSPO) and Handbook on Lifeguarding</li> <li>● Practice personal values in aquatic venues</li> <li>●</li> <li>●</li> <li>●</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul>	
4. Monitor water quality for swimming	<p>4.1. Appropriate amount of water sample is retrieved in test tubes using chlorine testing kit.</p> <p>4.2. Clarity and color of water sample is compared versus the sealed tubes provided in the test kit.</p> <p>4.3. Actual chlorine level is determined by reading the marked number in the most identical sealed tube of the test kit.</p> <p>4.4. Rechecking chlorine level reading is repeated.</p> <p>4.5. Chlorine test result is recorded and notified to immediate superior.</p> <p>4.6. Records of chlorine level tested is maintained according to company policies and procedures</p>	<ul style="list-style-type: none"> <li>● <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Operation of Chlorine Test Kit</li> <li>○ Parameters of an acceptable chlorine level for bathing</li> <li>○ Procedure for the conduct of chlorine level test in pool.</li> </ul> </li> <li>● <b>Communication</b> <ul style="list-style-type: none"> <li>○ Oral and written communication</li> </ul> </li> <li>● <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Volume reading of water sample</li> <li>○ Comparison of water sample based on given color chart</li> <li>○ Reading of test level.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Perform chlorine test procedure at pool</li> <li>● Determine appropriate chlorine level using the test kit.</li> <li>● Comprehend oral and written communication</li> <li>● Report writing</li> <li>● Ability to extract the required volume of water sample as read in test kit.</li> <li>● Determine the right matching color as in the test kit color chart</li> <li>● Read tested chlorine level</li> </ul>

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
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

VARIABLE	RANGE
8. Scanning Strategy	Not limited to: 8.1 Posture 8.2 Position 8.3 Pattern (Circular, rectangular, horizontal and vertical, and joining the dots) 8.4 Patrons
9. Supervision Zones	Not limited to: 9.1 Intensive Scan 9.2 Extensive Scan 9.3 Combined Scan
10. Communication with patrons	Not limited to: 10.1 Whistle signals 10.2 Voice communication 10.3 Public Address (PA) System 10.4 Alarms
11. Degree of Supervision	Not limited to 11.1 Size of the area 11.2 Number of users and their activities 11.3 Water activities offered 11.4 Venue designs and shapes of pools 11.5 Leisure area and features
12. Safety Supervision	Not limited to: 12.1 Buddy and check-in systems 12.2 Water checks 12.3 Safety stops 12.4 Number of lifeguards 12.5 Low patronage pools 12.6 Positioning of lifeguards 12.7 Failure to recognize 12.8 Other lifeguard duties 12.9 Distractions
13. On-site surveillance	Not limited to: 13.1 Number of lifeguards and their location 13.2 Venue design or layout 13.3 Supervision zones shape and size 13.4 Lighting conditions 13.5 Lifeguard line of sight and field of vision 13.6 Roving supervision or ground-level station 13.7 Elevated stations 13.8 Rotations and breaks
14. Potential difficulties	Not limited to: 14.1 Water flow in water slides and river rides 14.1.1 Sliding and viscous friction 14.1.2 Acceleration through a curve 14.1.3 Kinetic energy resulted from movement 14.1.4 Somersaulting riders

VARIABLE	RANGE
	14.1.5 Currents – main, hydraulic and vortex currents 14.1.6 Venturi effect 14.1.7 Pendulum swing
15. Special environment	Not limited to: 15.1 Activity basins and play structure 15.2 Tarzan ropes, cargo nets and flying fox rides 15.3 Inflatables
16. Aquatic leisure facilities	Not limited to: 16.1 Spas 16.2 Hydrotherapy pools (Wave pools, water slides, river rides, overhead chariot rides and rope swings, watercraft, 16.3 Swimming pools 16.4 Rivers and lake bathing areas 16.5 Beaches 16.6 Surf

## EVIDENCE GUIDE

1. Critical aspects of competency	<b>Assessment requires evidence that the candidate:</b> 1.1 Demonstrated knowledge and fitness skill in swimming 300 meters distance in 9 minutes at pool. 1.2 Demonstrate entry and exits, floating and treading water.
2. Resource implications	<b>The following resources <u>MUST</u> be provided:</b> 2.1 Recognized Uniform 2.2 Swimming Pool
3. Method of assessment	<b>Competency in this unit may be assessed through:</b> 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 : PERFORM EMERGENCY RESPONSE TECHNIQUES**

**UNIT CODE : SOC541309**

**UNIT DESCRIPTOR :** This unit covers skills and attitude required in conducting emergency response and applying first aid techniques with oxygen, spinal injury management and aftercare.

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Recognize and assess the level of emergency and determine appropriate intervention	<p>1.1 <b><i>Signs of escalating distress</i></b> are detected and <b><i>people in distress</i></b> are safely assisted.</p> <p>1.2 <b><i>Passive</i></b> and <b><i>active</i></b> drowning persons are distinguished in accordance with ILS as specified in Lifeguarding Handbook.</p> <p>1.3 <b><i>Minor emergency</i></b> is attended immediately in accordance with ILS as specified in Lifeguarding Handbook.</p> <p>1.4 <b><i>Major emergency</i></b> is responded and <b><i>evacuation</i></b> is facilitated, (when necessary) as per Emergency Action Plan Guidelines.</p>	<ul style="list-style-type: none"> <li>• <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Signs of escalating distress</li> <li>○ Behaviors of people in distress</li> <li>○ Passive and Active drowning Person</li> <li>○ Facility Evacuation Procedures</li> </ul> </li> <li>• <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and Written communication</li> <li>○ Whistle and hand signals</li> <li>○ Public Address (PA) System</li> <li>○ Alarms</li> </ul> </li> <li>• <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Speedy recognition and response are vital</li> <li>○ Increased stress by people in water accidents</li> <li>○ Vertical body position with non-supportive leg action is a symptom of near drowning.</li> </ul> </li> <li>• <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ability to assist distressed swimmers to safety</li> <li>• Detect signs of escalating distress by distressed swimmer</li> <li>• Identify passive and active drowning victims.</li> <li>• Alert on minor emergency</li> <li>• Urgent response on major emergency</li> <li>• Ability to conduct facility drills for evacuation calmly.</li> <li>• Comprehend oral and written communication</li> <li>• Interpret hand and whistle communication</li> <li>• Mensuration applied for efficiency of recognizing and assessing level of emergency.</li> <li>• Follow in-house safety procedures on environmental</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>• <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Guidelines for Safe Pool Operation (GSPO)</li> <li>○ Lifeguarding Handbook</li> </ul> </li> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> <li>○ PA System</li> <li>○ Alarm System</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Determined</li> <li>○ Patient</li> </ul> </li> </ul>	<p>protection, good grooming and hygiene, occupational safety and health</p> <ul style="list-style-type: none"> <li>• Operate and maintain multimedia presentation materials and equipment</li> <li>• Access Lifeguarding Handbook on Emergency Response and Guidelines on Safe Pool Operation (GSPO)</li> <li>• Practice personal values in aquatic venues</li> </ul>
2. Perform aquatic emergency procedures	<p>2.1 Aquatic venue <b>Emergency Action Plans (EAP)</b> is prepared.</p> <p>2.2 <b>Established</b> aquatic <b>emergency procedures</b> are rehearsed.</p> <p>2.3 <b>Crowd control</b> is established with assistance from <b>bystanders</b></p> <p>2.3 <b>Emergency services</b> are activated as per <b>emergency</b></p>	<ul style="list-style-type: none"> <li>• <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Emergency Action Plan (EAP) Flowchart</li> <li>○ Response Systems in Managing Minor and Major Emergencies</li> <li>○ Practicing Emergency Procedures – Teamwork, Simulated Emergencies, Lifeguard buddy system, Mental rehearsals, evaluation and revision.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Ability to plan out Emergency Action Plan (EAP) specific to an aquatic facility</li> <li>• Follow established emergency procedures in an aquatic facility</li> <li>• Facilitate crowd control in an emergency</li> <li>• Use of bystander to assist in helpful first aid tasks.</li> <li>• Comprehend oral and written</li> </ul>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p><b>telephone procedure</b> in accordance with ILS as specified in Lifeguarding Handbook.</p> <p>2.4 Emergency incident is recorded as per <b>legal response procedures</b> in accordance with ILS as specified in Lifeguarding Handbook.</p>	<ul style="list-style-type: none"> <li>○ Use of bystanders and crowd control</li> <li>○ Communication with emergency service.</li> <li>● <b>Communication</b> <ul style="list-style-type: none"> <li>○ Oral and Written communication</li> <li>○ Whistle and hand signals</li> <li>○ Public Address (PA) System</li> <li>○ Alarms</li> <li>○ Telephone Call</li> </ul> </li> <li>● <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Emergency Response time by rescuer</li> <li>○ Estimated arrival time by emergency service</li> </ul> </li> <li>● <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> <li>○ Buddy and Check-in System</li> </ul> </li> <li>● <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Public Safety and Aquatic Rescue Handbook</li> </ul> </li> <li>● <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> <li>○ PA System</li> <li>○ Alarm System</li> </ul> </li> </ul>	<p>communication</p> <ul style="list-style-type: none"> <li>● Communicate by hand and whistle Signal, Public address or alarm.</li> <li>● Mensuration applied for efficiency of emergency response tasks.</li> <li>● Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>● Operate and maintain multimedia presentation materials and equipment</li> <li>● Access Public Safety and Aquatic Rescue Handbook</li> <li>● Practice personal values in aquatic venues</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>● <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/</li> <li>○ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patient</li> <li>○ Determined</li> </ul> </li> </ul>	
3. Intervene in rescue emergency	<p>3.1 Contact and non-contact rescue are demonstrated in accordance with ILS as specified in Lifeguarding Handbook.</p> <p>3.3 <b>Carries and supports</b> in open water are performed in accordance with ILS as specified in Public Safety and Aquatic Rescue Handbook.</p> <p>3.4 <b>Spinal injury</b> in open water is managed as per provisions in accordance with ILS as specified in Public Safety and Aquatic Rescue Handbook.</p> <p>3.5 <b>Mass rescue</b> is demonstrated in accordance with ILS as specified in Public Safety and Aquatic Rescue</p>	<ul style="list-style-type: none"> <li>● <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Concept of lifesaving practice: Prevention, Recognition, Rescue and Recovery.</li> <li>○ Essential steps of aquatic rescue: recognizing the patient, alerting the patrol captain, deciding on the course of action and retrieving the patient.</li> <li>○ Attributes of an efficient rescue: Knowledge, Skill, Fitness, Judgment, Discipline and Resourcefulness.</li> <li>○ Principle of spinal rescue and treatment in aquatic environment</li> <li>○ Principle of extended arm rollover and stretcher carry</li> <li>○ Procedure for five-person carry</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Ability to judge dangers for prevention of accident</li> <li>● Ability to perform contact and non-contact rescues in open water environment</li> <li>● Ability to perform carries and support with the absence of spinal boards in emergency site</li> <li>● Comprehend oral and written communication</li> <li>● Communicate by Hand, whistle, public address and alarm</li> <li>● Mensuration applied for efficiency of emergency response tasks.</li> </ul>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	Handbook.	<ul style="list-style-type: none"> <li>• <b>Communication</b> <ul style="list-style-type: none"> <li>○ Oral and Written communication</li> <li>○ Whistle and hand signals</li> <li>○ Public Address (PA) System</li> <li>○ Alarms</li> </ul> </li> <li>• <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Surf and prevailing open Number and conditions of patients</li> <li>○ Distance from lifesaving water condition</li> <li>○ Number of patrolling members in the rescue site</li> </ul> </li> <li>• <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> </ul> </li> <li>• <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Resuscitation Council Guidelines</li> <li>○ Guidelines for Carries and Support</li> <li>○ Public Safety and Aquatic Rescue Handbook.</li> </ul> </li> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> <li>○ Spine Boards</li> </ul> </li> <li>• <b>Values</b></li> </ul>	<ul style="list-style-type: none"> <li>• Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>• Operate and maintain multimedia presentation materials and equipment</li> <li>• Access Public Safety and Aquatic Rescue Handbook and Resuscitation Council Guidelines</li> <li>• Practice personal values in aquatic venues</li> </ul>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patience</li> <li>○ Determined</li> </ul>	
<p>4. Use appropriate lifeguarding and rescue aid, equipment and watercrafts</p>	<p>4.1 Use of rescue tube when retrieving patients in open water is demonstrated in accordance with ILS as specified in Public Safety and Aquatic Rescue Handbook</p> <p>4.2 Use of rescue boards for reaching patients in open water is demonstrated in accordance with ILS as specified in Public Safety and Aquatic Rescue Handbook</p> <p>4.3 Open water maneuvers of <b>motorized rescue crafts</b> (Jet ski, inflatable rescue boats and motor pump boats) are performed in accordance with ILS as specified in the Handbook on Swimming and Lifesaving.</p>	<ul style="list-style-type: none"> <li>● <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Principle of rescue tube rescue</li> <li>○ Principle of rescue board rescue</li> <li>○ General principle of body board rescue</li> <li>○ Launching the IRBs into open water</li> </ul> </li> <li>● <b>Communication</b> <ul style="list-style-type: none"> <li>○ Oral and written communication</li> <li>○ Hand and whistle communication</li> </ul> </li> <li>● <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Know exactly where rescue unit operates including its call sign and transmission procedure</li> <li>○ Estimated time to arrive for assistance</li> </ul> </li> <li>● <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Perform rescue tube rescue</li> <li>● Ability to use rescue boards for reaching victims</li> <li>● Operate personal water craft or jetski</li> <li>● Launch IRBs from shore to open water</li> <li>● Operate motor pump boats</li> <li>● Ability to comprehend oral and written communication</li> <li>● Interpret hand and whistle communication</li> <li>● Practice in-house safety procedure of environmental protection, good grooming and hygiene, occupational</li> </ul>

ELEMENT	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<p>protection and concerns</p> <ul style="list-style-type: none"> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> </ul> <ul style="list-style-type: none"> <li>● <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Public Safety and Aquatic Rescue Guidelines</li> </ul> </li> <li>● <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Rescue tube</li> <li>○ Rescue boards</li> <li>○ Rescue body boards</li> <li>○ Jet ski (rented)</li> <li>○ IRBs</li> <li>○ Motor pump boats</li> </ul> </li> <li>● <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patience</li> <li>○ Determined</li> </ul> </li> </ul>	<p>safety and health</p> <ul style="list-style-type: none"> <li>● Access Public Safety and Aquatic Rescue Handbook</li> <li>● Practice personal values in an aquatic environment</li> </ul>

**RANGE OF VARIABLES**

<b>VARIABLE</b>	<b>RANGE</b>
1. People in distress	Include but not limited to: <ol style="list-style-type: none"> <li>1.1 Distressed person</li> <li>1.2 Weak or tired</li> <li>1.3 Non-swimmer</li> <li>1.4 People who may call for help weakly</li> <li>1.5 Person who waves one or both arms to attract attention</li> </ol>
2. Signs of escalating distress	Include but not limited to: <ol style="list-style-type: none"> <li>2.1 Attempting to communicate distress – calling for help, waving an arm, with the face expressing a plea for help</li> <li>2.2 Attempting to swim to safety, but with a weak or ineffective stroke – when a patron is observed to be making little or no progress, they are often in distress</li> <li>2.3 In pain and holding the arm, leg, head or stomach – such people might be suffering injury, shock, or both.</li> <li>2.4 Visibly holding breath – cheeks puffed out and not looking very comfortable.</li> <li>2.5 Passive – upright or horizontal, on the surface, submerged, or on the bottom, with a wide-eyed, fearful look on their face.</li> <li>2.6 Struggling at the surface or bobbing in the water – often those at or near the surface will make downward sweeps of the arms with little or no leg action.</li> </ol>
3. Passive	Include but not limited to: <ol style="list-style-type: none"> <li>3.1 Passive drowning person slips underwater without waving, calling out for help or struggling on the surface.</li> <li>3.2 Often this type of emergency is caused by a heart attack, stroke, hyperventilation, a blow to the head, cold water immersion or excessive alcohol consumption.</li> </ol>
4. Active	Include but not limited to: <ol style="list-style-type: none"> <li>4.1 Exhibit easily detectable behaviors such as a little noise or call for help.</li> <li>4.2 Not being dressed for swimming</li> <li>4.3 Vertical body position</li> <li>4.4 Minimal or non-supportive leg action</li> <li>4.5 Vigorous arm movements, with the arms either to the sides or extended in front in an effort to climb out the water</li> <li>4.6 Head tilted up and back, face turned towards safety or help</li> <li>4.7 A toddler or small infant unsupervised.</li> </ol>

VARIABLE	RANGE
5. Minor emergency	Include but not limited to: 5.1 Gutter (Pool Side) grabbers 5.2 Lost person 5.3 Minor bleeding 5.4 Stubbed toe 5.5 Tile cut to finger 5.6 Weak swimmer 5.7 Non-delicate Insect bites
6. Major emergency	Include but not limited to: 6.1 Immediate life-threatening situation such as drowning 6.2 Spinal Incident 6.3 Heart Attack 6.4 Life-threatening bleeding 6.5 Unconsciousness 6.5 May require evacuation
7. Evacuation	Include but not limited to: 7.1 Immediate life-threatening and urgent respond to fire, bomb threat, chlorine or other gas leaks 7.2 Lightning 7.3 Extended power failure in an indoor facility
8. Emergency Action Plan (EAP)	Include but not limited to: 8.1 Generally answers the questions: Who will do what? When? Where? And How? 8.2 Specifically answers the questions: Where are the lifeguards located and how many are on duty? 8.3 What communication system is being used between lifeguards? 8.4 Where is the emergency equipment? How will it be brought to the incident site? 8.5 Who responds first? Second? Third? 8.6 Who takes the major responsibility for handling the incident? For giving directions? For crowd control? 8.7 What are the preferred locations where injured people can be removed from the water? 8.8 Which emergency service (police, fire, ambulance) should be called and under what circumstances? What is the response time for these services? 8.9 Where are the access points for emergency services? 8.10 What signals do lifeguards use for communicating with the public? 8.11 Who talks with police, press and relatives? 8.12 What reports are needed? Who completes the reports and initiates the follow-up action resulting from the emergency?
9. Established emergency procedures	Include but not limited to: 9.1 Well-rehearsed emergency procedures promotes confident, controlled and orderly lifeguard response. 9.2 Emergency Drills ensure all staff understand their

VARIABLE	RANGE
	<p>roles in an emergency</p> <p>9.3 Regularly scheduled practice promotes efficient teamwork</p> <p>9.4 Simulated emergencies can approximate the stresses of a real emergency situation.</p> <p>9.5 To practice lifeguard buddy system, apprenticeship or “ shadow guarding” is a useful bridge for a newly qualified lifeguard or for one who is unfamiliar with a new facility</p> <p>9.6 Mental rehearsal – lifeguard self-assessment is effectively practiced while on duty by visualizing your reaction and rescue procedures as you pass over danger spots and potential people in difficulty.</p> <p>9.10 Emergency response procedures, as well as individual lifeguard and team performance, should be critically analyzed and evaluated following each practice.</p>
10. Bystanders	<p>Include but not limited to:</p> <p>10.1 Assist with crowd control</p> <p>10.2 Assist in simple first aid</p> <p>10.3 Assist in bringing first aid supplies</p> <p>10.4 Opening doors or gates</p> <p>10.5 Perform other helpful tasks</p>
11. Crowd Control	<p>Include but not limited to:</p> <p>11.1 Aimed at protecting people from injury</p> <p>11.2 Protecting the person in difficulty</p> <p>11.3 Protecting lifeguards from interference.</p> <p>11.4 Behavior of the crowd varies on several factors:</p> <p>11.4.1 The number and type of people in a crowd</p> <p>11.4.2 The space available for accommodating the crowd</p> <p>11.4.3 The ability of the crowd to see the incident</p> <p>11.4.4 The ability of the lifeguards to communicate effectively with the crowd</p> <p>11.4.5 The authoritative but polite manner of lifeguards</p>
12. Emergency services	<p>Include but not limited to:</p> <p>12.1 Activate send ambulance as soon as the victim is found unresponsive – known as “phone first” approach</p> <p>12.2 In some instances, emergency service will not assume responsibility for casualties of an aquatic accident until the person is removed from the water</p>
13. Emergency telephone procedure	<p>Include but not limited to:</p> <p>13.1 Call for 117 or dial individual service number</p> <p>13.2 Confirm the service you want (ambulance, police, fire)</p> <p>13.3 Specify the type of emergency</p> <p>13.4 Provide your name and the facility name and address</p>

VARIABLE	RANGE
	<p>including the nearest cross streets or landmark</p> <p>13.5 Provide the telephone number of the facility</p> <p>13.6 Describe the condition of the casualty</p> <p>13.7 Describe the treat currently being given to the casualty</p> <p>13.8 Ask for the estimated time of arrival of emergency Service</p> <p>13.7 Provide directions for emergency access to the facility and specify whether anyone will meet the emergency service at the access point.</p> <p>13.8 Ask for further instructions</p> <p>13.9 Do not hang up until after the emergency service hangs up.</p>
14. Legal response procedures	<p>Include but not limited to:</p> <p>14.1 Legal ramifications that should be followed</p> <p>14.1.1 Immediately notifying superiors</p> <p>14.1.2 Gathering and controlling information</p> <p>14.1.3 Supporting and assisting colleagues</p> <p>14.1.4 Analyzing and evaluating the accident</p> <p>14.2 Those involved should perform the following:</p> <p>14.2.1 Identify witnesses, get statements and preserve evidence</p> <p>14.2.2 Follow up with venue personnel and witnesses to obtain statements and detailed recollection of events</p> <p>14.2.3 Complete all the required documentation thoroughly and accurately</p> <p>14.2.4 Maintain a professional, competent approach.</p>
15. Carries and Supports	<p>Include but not limited to:</p> <p>15.1 Before moving a patient, take following into account:</p> <p>15.1.1 Danger and safety</p> <p>15.1.2 Location</p> <p>15.1.3 Route of movement</p> <p>15.1.4 Equipment</p> <p>15.1.5 Personnel</p> <p>15.1.6 Urgency</p> <p>15.1.7 Lifting and carrying techniques</p> <p>15.2 Picking up, carrying and lowering the patient</p> <p>15.2.1 Two-person carry</p> <p>15.2.2 Two-person carry with IRB variation</p> <p>15.2.3 Two-handed seat</p> <p>15.2.4 Two-person drag</p>
16. Spinal Injury	<p>Include but not limited to:</p> <p>16.1 Principles of spinal rescue and treatment</p> <p>16.2 Extended arm rollover and stretcher carry maneuvers</p> <p>15.3 Maneuvers for conscious patient in a lying position</p> <p>15.4 Maneuvers for conscious patient in a standing position</p> <p>15.5 Procedures for five-person carry</p>

VARIABLE	RANGE
17. Mass rescues	Include but not limited to: 17.1 When unsuspecting bathers are suddenly washed off a sandbank and into deep water where their feet cannot touch the bottom 17.2 When a flash rip current, resulting from a large build-up of surf in a short period and an intense pull seaward, drags swimmers into deep water 17.3 When a large surging wave washes up the face of a sloping beach, engulfing swimmers and pulling them out of their depths, dragging them out to sea. 17.4 When a boat carrying a number of passengers overturns just outside the surf break.
18. Motorized rescue crafts	May include 18.1 Jet ski, 18.2 inflatable rescue boat 18.3 motor pump boats

**EVIDENCE GUIDE**

1. Critical aspects of competency	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Diagnosed/ checked for Dangers, Reaction, Airways, Breathing, and Compression (DRABC).</li> <li>1.2 Diagnosed/ checked for Dangers, Reaction, Airways, Breathing, and Compression (DRABC).</li> <li>1.3 Called for help.</li> <li>1.4 Positioned the patient in Recovery position</li> <li>1.5 Demonstrated Expired Air Resuscitation (EAR) for adults, children and infants.</li> <li>1.6 Performed Cardio Pulmonary Resuscitation (CPR) for adults, children and infants.</li> <li>1.7 Set-up and used of oxygen equipment</li> <li>1.8 Identified and managed different injuries and emergencies</li> <li>1.9 Checked possible signs and symptoms of possible head, neck or back injury of the patient in the water.</li> <li>1.10 Immobilized and maintain airways of the patient.</li> </ul>
2. Resource implications	<p><b>The following resources <u>MUST</u> be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Swimming pools</li> <li>2.2 Resuscitation Manikins</li> <li>2.3 Copies of Relevant Standards in First AID and Emergency Procedures</li> <li>2.4 Training Books</li> </ul>
3. Method of assessment	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Demonstration with questioning</li> <li>3.2 Direct observation</li> <li>3.3 Oral examination</li> <li>3.4 Third Party Report</li> </ul>
4. Context of assessment	Competency may be assessed in the workplace or in a simulated workplace setting.

**UNIT OF COMPETENCY : PERFORM DEFIBRILLATION AND OXYGEN THERAPY**

**UNIT CODE : SOC541310**

**UNIT DESCRIPTOR : This unit covers the knowledge, skills and attitudes in performing defibrillation and oxygen therapy**

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Prepare AED equipment and accessories	1.1 <b>AED equipment</b> and <b>accessories</b> are checked regularly for functionality and <b>normal operation</b> in preparation for defibrillation in accordance with ILS as specified in Public Safety and Aquatic Rescue Handbook.  1.2 AED equipment is placed on stand-by for immediate access in an emergency.	<ul style="list-style-type: none"> <li>• <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Chain of Survival</li> <li>○ Importance of early defibrillation in basic life support process</li> <li>○ The Defibrillation Process</li> <li>○ Normal Function of AED and system Check according to specification by equipment manufacturer</li> <li>○ Operation of AED</li> </ul> </li> <li>• <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and Written communication</li> <li>○ Whistle and hand signals</li> </ul> </li> <li>• <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Expiry dates of accessories are noted. Do not use expired electrode pads.</li> <li>○ Electrode pads are placed only at clean, dry skin</li> <li>○ Apply electrode pads with a smooth rolling action to prevent air bubbles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Proper handling of AED and accessories</li> <li>• Operate and System check AED</li> <li>• Comprehend oral and written communication</li> <li>• Communicate by hand and whistle signals</li> <li>• Mensuration applied for efficiency of AED check-up tasks.</li> <li>• Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>• Operate and maintain multimedia presentation materials and equipment</li> <li>• Access Resuscitation Council Guidelines for Resuscitation and Public Safety and</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>• <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> </ul> </li>   <li>• <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Resuscitation Council Guidelines</li> <li>○ Resuscitation Guidelines</li> <li>○ Handbook on Public Safety and Aquatic Rescue</li> </ul> </li>   <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> <li>○ AED machine (Trainer)</li> <li>○ Practice resuscitation</li> <li>○ Manikin</li> </ul> </li>   <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> </ul> </li> </ul>	<p>Aquatic Rescue Handbook</p> <ul style="list-style-type: none"> <li>• Practice personal values in aquatic venues</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>○ Creative</li> <li>○ Patience</li> <li>○ Determined</li> </ul>	
2. Determine if victim needs defibrillation	<p>2.1 Victim is checked in accordance with ILS as specified in Public Safety and Aquatic Rescue Handbook.</p> <p>2.2 Need for defibrillation is confirmed after verifying that victim has no <b><i>signs of life</i></b>.</p>	<ul style="list-style-type: none"> <li>● <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Chain of Survival</li> <li>○ Importance of early defibrillation in basic life support process</li> </ul> </li> <li>● <b>Communication</b> <ul style="list-style-type: none"> <li>○ Oral and Written communication</li> <li>○ Whistle and hand signals</li> <li>○ Public Address (PA) System</li> <li>○ Alarms</li> </ul> </li> <li>● <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ CPR is commenced and continued until victim is prepared and AED is ready.</li> </ul> </li> <li>● <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> </ul> </li> <li>● <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Resuscitation Council</li> <li>○ Resuscitation Guidelines</li> <li>○ Handbook on Public Safety and Aquatic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Ability to detect immediately that victim has “No signs of Life”</li> <li>● Call for Early Defibrillation</li> <li>● Comprehend oral and written communication</li> <li>● Communicate by hand and whistle Signals</li> <li>● Mensuration applied for efficiency of advanced resuscitation tasks.</li> <li>● Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>● Operate and maintain multimedia presentation materials and equipment</li> <li>● Access Resuscitation Council</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		Rescue 33rd Edition. <ul style="list-style-type: none"> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> <li>○ AED machine (Trainer)</li> <li>○ Practice resuscitation Manikin</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/</li> <li>○ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patience</li> <li>○ Determined</li> </ul> </li> </ul>	Guidelines for Resuscitation and Public Safety and Aquatic Rescue Handbook (33rd Edition or later)  <ul style="list-style-type: none"> <li>• Practice personal values in aquatic venues</li> </ul>
3. Operate AED machine	3.1 Defibrillation safety procedure is observed in accordance with ILS as specified in Public Safety and Aquatic Rescue Handbook.  3.2 AED is turned on and start-up prompts are followed in <b>preparation for operation of AED machine</b> in accordance with ILS as specified in Public Safety and Aquatic Rescue Handbook.  3.3 Electrode pads are connected to the chest of victim and shock is delivered following <b>AED</b>	<ul style="list-style-type: none"> <li>• <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ The Defibrillation Process</li> <li>○ What AED does when connected to a patient</li> <li>○ Defibrillation Safety</li> <li>○ Effective adherence of Electrode Pads</li> <li>○ Positioning of electrode pads</li> <li>○ Shock delivery protocols</li> <li>○ Operation of AED</li> <li>○ AED Prompts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Prepared AED accessories</li> <li>• Operate AED Machine</li> <li>• Attach Electrode pads to proper position</li> <li>• Comprehend oral and written communication</li> <li>• Communicate by Hand and whistle signals</li> <li>• Mensuration</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p><b><i>prompts</i></b> as per manufacturers specification.</p> <p>3.4 AED specific instructions are followed according to manufacturer's specification.</p> <p>3.6 <b><i>Basic life support protocol</i></b> to victim is maintained as prompted according to manufacturer's specification.</p> <p>3.6 Victim is re-assessed for further intervention in accordance with ILS as specified in Public Safety and Aquatic Rescue Handbook</p>	<ul style="list-style-type: none"> <li>• <b>Communication</b> <ul style="list-style-type: none"> <li>○ Oral and Written communication</li> <li>○ Whistle and hand signals</li> </ul> </li> <li>• <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Survival rate for Delay between notification and defibrillation</li> <li>○ Immediate (1-2 minutes) at 90%</li> <li>○ Early 6 minutes at 45%</li> <li>○ Early 7 minutes at 30%</li> <li>○ Delayed for 10 minutes at less than 5%</li> <li>○ Proximity of AED to metal objects, jewelries and electronic gadgets and phones</li> <li>○ Proper positions of electrode pads in the chest</li> <li>○ If patient has implanted pacemaker, make sure that electrode pads are 2.5 centimeters away from it.</li> </ul> </li> <li>• <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health</li> </ul> </li> </ul>	<p>applied for efficiency of AED operational tasks.</p> <ul style="list-style-type: none"> <li>• Follow in-house safety procedures on environmental protection, good grooming and hygiene,</li> <li>• occupational safety and health</li> <li>• Operate and maintain multimedia presentation materials and equipment</li> <li>• Access Resuscitation Council Guidelines for Resuscitation and Public Safety and Aquatic Rescue Handbook</li> <li>• Practice personal values in aquatic venues</li> <li>•</li> <li>•</li> <li>•</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>Standards</li> <li>○ Buddy and Check-in System</li> <li>○ Water Checks</li> <li>○ Safety Stops</li> <li>● <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Resuscitation Council Guidelines</li> <li>○ Handbook on Public Safety and Aquatic Rescue</li> </ul> </li> <li>● <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> <li>○ AED machine (trainer)</li> <li>○ Practice resuscitation Manikin</li> </ul> </li> <li>● <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patience</li> <li>○ Determined</li> </ul> </li> </ul>	
4. Administer oxygen therapy to victim	4.1 <i>Victim in need of oxygen therapy</i> is identified and necessary <i>materials</i> for oxygen therapy is prepared in accordance with ILS as	<ul style="list-style-type: none"> <li>● <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Safety precautions when using oxygen</li> <li>○ Procedure for</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Ability to determine if victim needs oxygen therapy</li> <li>● Call for oxygen</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
	<p>specified in Public Safety and Aquatic Rescue Handbook.</p> <p>4.2 Safe environment for oxygen therapy is determined and <b><i>precautions in using oxygen</i></b> are met.</p> <p>4.3 Appropriate <b><i>oxygen therapy method</i></b> to victim is performed in accordance with ILS as specified in Public Safety and Aquatic Rescue Handbook.</p>	<p>administering oxygen therapy</p> <ul style="list-style-type: none"> <li>○ Mouth-to-mask rescue breathing with oxygen</li> <li>● <b>Communication</b> <ul style="list-style-type: none"> <li>○ Oral and Written communication</li> <li>○ Whistle and hand signals</li> <li>○ Public Address (PA) System</li> <li>○ Alarms</li> </ul> </li> <li>● <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Lateral position for unconscious victim and likewise oxygen is administered in lateral position while observing airway, breathing and signs of life.</li> </ul> </li> <li>● <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> <li>○ Buddy and Check-in System</li> <li>○ Water Checks</li> <li>○ Safety Stops</li> </ul> </li> <li>● <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Resuscitation Council Guidelines</li> </ul> </li> </ul>	<p>therapy for the victim</p> <ul style="list-style-type: none"> <li>● Prepare apparatus and administer</li> <li>● Oxygen therapy</li> <li>● Comprehend oral and written communication</li> <li>● Communicate by hand and whistle signals</li> <li>● Mensuration applied for efficiency of oxygen therapy tasks.</li> <li>● Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>● Operate and maintain multimedia presentation materials and equipment</li> <li>● Access Resuscitation Council Guidelines for Resuscitation and Public Safety and Aquatic Rescue Handbook</li> <li>● Practice personal values</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>○ Handbook on Public Safety and Aquatic Rescue</li> <li>● <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> <li>○ AED machine (trainer)</li> <li>○ Practice resuscitation</li> <li>○ manikin</li> <li>○ Oxygen</li> <li>○ equipment and accessories</li> <li>○ Bag-valve-mask resuscitators</li> </ul> </li> <li>● <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patience</li> <li>○ Determined</li> </ul> </li> </ul>	in aquatic venues

**RANGE OF VARIABLE**

<b>VARIABLE</b>	<b>RANGE</b>
1. AED accessories	Not limited to: 1.1 resuscitation mask 1.2 Gloves 1.3 Razors 1.4 Gauze wipes (or similar) 1.5 Spare battery (if applicable to AED) 1.6 Blanket 1.7 Pen and paper 1.8 Towel
2. Equipment	Not limited to: 2.1 AED machine (trainer type) 2.2 Portable Oxygen tank with regulator set
3. Normal Operation	Not limited to: 3.1 AED machine is functioning normally when tested 3.2 Spare battery for AED is available, when necessary 3.3
4. Signs of Life	Not limited to: 4.1 moving 4.2 breathing 4.3 respondent
5. Preparation for operation of AED machine	Not limited to: 5.1 Confirm that the patient needs defibrillation 5.2 Check that conditions are safe for the use of AED 5.3 Turn on AED and follow prompts 5.4 Apply electrode to the patient's chest 5.5 Respond to the AED prompt 5.6 Deliver shock in an appropriate and safe manner when prompted 5.7 Check for signs of life and commence CPR if required.
6. AED prompts	Not limited to: 6.1 "Press on" to turn on defibrillator 6.2 "Attach electrodes" to attach electrode pads to patient 6.3 "Press to analyze" to initiate analysis to patient 6.4 "Charging" to warn that charging is taking place 6.5 "Stand Clear" or "Do not touch patient" to warn not to touch the patient 6.6 "Shock Advised" to initiate shock 6.7 "No shock advised" to state that a non-shockable rhythm is present. Must check for signs of life. 6.8 "Check electrodes" to warn that ECG signal is Unsatisfactory 6.9 "Stand clear" is advise to shock.
7. Basic Life Support Protocol	Not limited to: 7.1 Check for signs of life 7.2 Commence CPR if required

VARIABLE	RANGE
8. Victim in need of oxygen therapy	Not limited to: 8.1 Unconscious 8.2 In shock 8.3 Has blood loss 8.4 Experience chest pain 8.5 Has shortness of breath 8.6 Received resuscitation 8.7 Not breathing 8.8 In severe pain
9. Materials	Not limited to: 9.1 Therapy mask 9.2 Tubing 9.3 Portable oxygen tank
10. Precautions in using oxygen	Not limited to: 10.1 There is no open flame or lighted cigarette in immediate vicinity 10.2 No grease or oil is used with oxygen equipment 10.3 Remember that oxygen promotes all types of combustion 10.4 Do not allow anyone to tamper with oxygen equipment 10.5 Store oxygen in cool, well-ventilated place 10.6 Oxygen bottles are lying flat, or securely fastened 10.7 Only medical oxygen is used 10.8 Never use oxygen when delivering a shock via a Defibrillator
11. Oxygen therapy method	Not limited to: 11.1 Conscious patient and does not want to use mask- provide oxygen-rich air without mask 11.2 Conscious patient – place mask onto patient’s face from the chest upwards, cupping the patient’s chin in the mask first and the gently placing the nosepiece into position 11.3 Unconscious breathing patient – oxygen should be administered in the lateral position while observing airway, breathing and signs of life.

**EVIDENCE GUIDE**

1. Critical aspects of competency	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Explain and demonstrate safety protocol in the use of AED Machine</li> <li>1.2 Explain and demonstrate safety protocol in the use of Oxygen Equipment</li> <li>1.3 Operate AED machine</li> <li>1.4 Operate Oxygen Therapy Equipment</li> </ul>
2. Resource implications	<p><b>The following resources <u>MUST</u> be provided:</b></p> <ul style="list-style-type: none"> <li>2.1. AED Machine (trainer)</li> <li>2.2. Portable Oxygen set</li> <li>2.3. Tools, equipment and supplies/materials relevant to the activity to be performed</li> <li>2.4. Work area/facilities</li> </ul>
3. Method of assessment	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Demonstration with Oral Questioning</li> <li>3.2 Third-Party Report</li> <li>3.3 Portfolio</li> </ul>
4. Context of assessment	<p>Competency may be assessed in the workplace or TESDA accredited assessment center</p>

**UNIT OF COMPETENCY : COMMUNICATE USING RADIO TRANSCEIVER**

**UNIT CODE : SOC541311**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitude in radio communication as a means to provide efficient emergency assistance during lifesaving operation.

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
1. Demonstrate radio equipment operation (hand-held and mobile)	<p>1.1 <b>Basic parts of radio equipment</b> are Identified according to manufacturer's specification.</p> <p>1.2 <b>Care of Radio Equipment</b> is observed in accordance with manufacturers specification.</p> <p>1.3 <b>Channel band</b> is established and radio Stations in a network <b>call signs</b> are Identified.</p> <p>1.4 <b>Procedural Words (prowords)</b> during radio communication are used in accordance with ILS as specified in Public Safety and Aquatic Rescue Handbook</p> <p>1.5 Regular <b>Radio checks</b> for readability is conducted and radio logbook is filled out clearly.</p>	<ul style="list-style-type: none"> <li>• <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Types of radio or Network Features and Functions of Radio Equipment</li> <li>○ Handling and Operation of Radio Transceiver</li> <li>○ Care of Radio Equipment</li> </ul> </li> <li>• <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and Written communication</li> <li>○ Radio Communication</li> </ul> </li> <li>• <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ UHF (Ultra High Frequency) operate over "Line of sight" distances, relatively quite background with little static and clear sound.</li> <li>○ VHF (Very High Frequency) also operate on "line of sight" distances, provide greater coverage in flat areas and over water but more likely to pick up background noise.</li> <li>○ Hold Hand-held radio or microphone approximately</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Proper handling and care of radio equipment</li> <li>• Operate hand-held and mobile-base radio equipment</li> <li>• Perform radio signal check</li> <li>• Record radio communication clearly on log book</li> <li>• Comprehend oral and written communication</li> <li>• Communicate by radio transceiver</li> <li>• Mensuration applied for efficiency of radio communication during emergency.</li> <li>• Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>• Operate and maintain multimedia presentation materials and equipment</li> <li>• Access NTC Rules and Regulation on</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<p>10 centimeters away from your mouth and to the side.</p> <ul style="list-style-type: none"> <li>○ Press and hold PTT button and wait 1-2 seconds, then speak.</li> <li>○ Radio check for Readability is scaled either as loud and clear, unreadable or nothing heard.</li> </ul> <ul style="list-style-type: none"> <li>● <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> </ul> </li> <li>● <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ NTC Rules and Regulation in Radio Operation</li> <li>○ Handbook on Public Safety and Aquatic Rescue (33rd Edition or later).</li> </ul> </li> <li>● <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> <li>○ Radio Equipment (Hand-held and Mobile base)</li> <li>○ Radio Log book.</li> </ul> </li> <li>● <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/ Time conscious</li> <li>○ Environmental and pollution conscious</li> </ul> </li> </ul>	<p>Radio Communication and Public Safety and Aquatic Rescue Handbook</p> <ul style="list-style-type: none"> <li>● Practice personal values in aquatic venues</li> <li>●</li> <li>●</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patience</li> <li>○ Determined</li> </ul>	
2. Communicate emergency calls	<p>2.1 <b><i>“Rescue, Rescue, Rescue”</i></b> as an Emergency Call is communicated in accordance with ILS as specified in Public Safety and Aquatic Rescue Handbook.</p> <p>2.2 Emergency information using the <b><i>4Ps method</i></b> is communicated in accordance with ILS as specified in Public Safety and Aquatic Rescue Handbook.</p> <p>2.3 <b><i>Radio Interruptions</i></b> are managed in accordance with ILS as specified in Public Safety and Aquatic Rescue Handbook.</p>	<ul style="list-style-type: none"> <li>● <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Procedural Words in Radio Communication</li> <li>○ Call signs of stations in a network</li> <li>○ 4Ps method of relaying information</li> </ul> </li> <li>● <b>Communication</b> <ul style="list-style-type: none"> <li>○ Oral and Written communication</li> <li>○ Radio communication</li> </ul> </li> <li>● <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Keep radio transmission to absolutely minimum during lightning storm.</li> </ul> </li> <li>● <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> </ul> </li> <li>● <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ NTC Rules and Regulations for</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Ability to transmit and receive emergency call on radio</li> <li>● Able to relay proper emergency information over radio</li> <li>● Manage radio Interruption Efficiently</li> <li>● Comprehend oral and written communication</li> <li>● Communicate by hand and whistle Signals</li> <li>● Mensuration is applied for efficiency of radio communication during emergency.</li> <li>● Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>● Operate and maintain multimedia</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		Radio Operation <ul style="list-style-type: none"> <li>○ Handbook on Public Safety and Aquatic Rescue</li> </ul> <ul style="list-style-type: none"> <li>● <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> <li>○ Radio Equipment</li> </ul> </li> <li>● <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patience</li> <li>○ Determined</li> </ul> </li> </ul>	presentation materials and equipment <ul style="list-style-type: none"> <li>● Access NTC Rules and Regulation on Radio Communication and Public Safety and Aquatic Rescue Handbook</li> <li>● Practice personal values in aquatic venues</li> </ul>
3. Maintain radio equipment	3.1 <b><i>Routine and Emergency Radio Maintenance</i></b> of radio equipment is performed as per manufacturers specification.  3.2 Battery is charged as per specification by radio brand manufacturer.	<ul style="list-style-type: none"> <li>● <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Routine Radio Maintenance Procedure</li> <li>○ Emergency Maintenance Procedures</li> <li>○ Specific Battery charging system</li> </ul> </li> <li>● <b>Communication</b> <ul style="list-style-type: none"> <li>○ Oral and Written communication</li> <li>○ Radio communication</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Maintain radio equipment</li> <li>● Charge accordingly radio battery packs</li> <li>● Comprehend oral and written communication</li> <li>● Communicate by Hand and whistle signals</li> <li>● Mensuration applied for efficiency of radio maintenance</li> </ul>

ELEMENT	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>• <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Radio battery must always be fully charged for the next patrol duty or lifesaving operation.</li> </ul> </li> <li>• <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> <li>○ Buddy and Check-in System</li> <li>○ Water Checks</li> <li>○ Safety Stops</li> </ul> </li> <li>• <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ NTC Rules and Regulation for Radio Operation</li> <li>○ Handbook on Public Safety and Aquatic Rescue</li> </ul> </li> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> <li>○ Radio Equipment</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Follow in house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>• Operate and maintain multimedia presentation materials and equipment</li> <li>• Access NTC Rules and Regulation on Radio Communication and Public Safety and Aquatic Rescue Handbook</li> <li>• Practice personal values in aquatic venues</li> </ul>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
		<ul style="list-style-type: none"> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patience</li> <li>○ Determined</li> </ul>	

**RANGE OF VARIABLE**

<b>VARIABLE</b>	<b>RANGE</b>
1. Basic parts	Not limited to: 1.1 On/Off Switch 1.2 Battery or Power supply indicator 1.3 Antenna 1.4 Channel Indicator 1.5 "Press to Talk" PTT button 1.6 Volume Control 1.7 Inbuilt microphone or speaker microphone
2. Radio Equipment	Not limited to: 2.1 Portable hand-held radios 2.2 Mobile base radios 2.3 Repeaters
3.1 Care of Radio Equipment	Not limited to: 3.1 Protection from water 3.2 Sand 3.3 Heat 3.4 Shock (drop/impact) 3.5 Theft 3.6 Protect radio by putting inside a waterproof bag or case 3.7 Handle radio using available shoulder harness
3.2 Channel Band	Not limited to: 4.1 VHF band - Very High Frequency 4.2 UHF band – Ultra High Frequency
3.3 Call Signs	Not limited to: 5.1 To uniquely identify each station on the radio network 5.2 Start initial call by using the call sign of the station you want to contact with twice. 5.3 Followed by your call sign 5.4 After communication is established, you may not need to use your call sign for each communication
3.4 Procedural Words (Pro-words)	Not limited to: 6.1 Go ahead 6.2 Standby 6.3 Roger 6.4 Wilco 6.5 Say again 6.6 Acknowledge 6.7 Correction 6.8 Affirmative 6.9 Negative 6.10 Over 6.11 Out or Clear 6.12 Break

VARIABLE	RANGE
7. Radio Check	Not limited to: 7.1 "Loud and Clear" to mean "can receive and understand Transmission" 7.2 "Unreadable" to mean "can receive but can not understand transmission" 7.3 "Nothing heard" to mean "no transmission received"
8. "Rescue Rescue Rescue"	Not limited to: 8.1 Used for clearing the network of routine traffic 8.2 Used to advise all station of a situation that requires immediate assistance.
9. 4Ps Method	Not limited to: 9.1 Position or location of patient 9.2 Problem 9.3 People or number of patients 9.4 Progress or updated information on incident
10. Radio Interruptions	Not limited to: 10.1 Power Failure 10.2 Faulty equipment 10.3 Perform radio check 10.4 Switch to an appropriate simplex channel, if repeater stops working 10.5 Used of Telephones for contact and find out radio faults 10.6 During storms, keep transmission to an absolute minimum.
11. Routine maintenance	Not limited to: 11.1 Radio should be kept as dry as possible 11.2 Check radio prior to and after using. 11.3 Operation of on/off button 11.4 Full charged Battery as indicated 11.5 Damage to antenna or case 11.6 Operation of Channel control knob 11.7 Operation of PTT button 11.8 Operation of Volume Control 11.9 Microphone or speaker microphone in good condition 11.10 Signs of water penetration 11.11 Display screen are clearly readable 11.12 Operation of programmed button
12. Emergency radio maintenance	Not limited to: 12.1 Turning off immediately if radio is dropped in water 12.2 Check if water has penetrated the radio 12.3 Check for damage to the unit 12.4 Check if radio is operating correctly 12.5 Damaged radio equipment should be taken to accredited radio repairer by NTC

**EVIDENCE GUIDE**

1. Critical aspects of competency	<p><b>Assessment requires evidence that the candidate:</b></p> <ul style="list-style-type: none"> <li>1.1 Explain and demonstrate operation of radio equipment parts</li> <li>1.2 Explain and demonstrate the conduct of radio signal checks</li> <li>1.3 Operate and maintain radio equipment</li> <li>1.4 Properly communicate using radio</li> </ul>
2. Resource implications	<p><b>The following resources <u>MUST</u> be provided:</b></p> <ul style="list-style-type: none"> <li>2.1 Radio transceiver (Hand-held and mobile base)</li> <li>2.2 Cleaning tools and materials for maintenance</li> <li>2.2 Communication area and facilities</li> </ul>
3. Method of assessment	<p><b>Competency in this unit may be assessed through:</b></p> <ul style="list-style-type: none"> <li>3.1 Demonstration with Oral Questioning</li> <li>3.2 Third-Party Report</li> <li>3.3 Portfolio</li> </ul>
4. Context of assessment	<p>Competency may be assessed in the workplace or TESDA accredited assessment center</p>

**UNIT OF COMPETENCY : ESTABLISH PUBLIC SAFETY CONSCIOUSNESS AND MEASURES INAQUATIC-RELATED EVENTS**

**UNIT CODE : SOC541312**

**UNIT DESCRIPTOR :** This unit covers the knowledge, skills and attitudes in conducting aquatic risk assessment, hazard mapping and setting up lifeguard patrols for events at leisure pools, beaches, rivers and lakes.

<b>ELEMENTS</b>	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
1. Conduct Aquatic Risk Assessment and Hazard Mapping	<p>1.1 Clients or aquatic event organizer is coordinated in accordance with ILS as specified in Public Safety and Aquatic Rescue Handbook.</p> <p>1.2 Risk and hazards associated with <b>aquatic events</b> are identified, rated, analyzed and prioritized in accordance Coastal Public Safety Guidelines.</p> <p>1.3 Measures to minimize <b>sources of risk</b> and hazards to event organizers and clients are discussed in accordance to Coastal Public Safety Guidelines.</p> <p>1.4 Hazards in the area are controlled by putting signage or event organizer /clients advised to a safer activity venue, where necessary.</p>	<ul style="list-style-type: none"> <li>• <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Roles and responsibilities of lifesaver/ lifeguard</li> <li>○ Roles and responsibilities of patrol captain</li> <li>○ Patrol Logs</li> <li>○ Aquatic facility risk analyses and hazard mapping</li> </ul> </li> <li>• <b>Communications</b> <ul style="list-style-type: none"> <li>○ Oral and Written communication</li> </ul> </li> <li>• <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Demographics and volume of people for an aquatic event</li> <li>○ Size and distance of setbacks due to water and weather Conditions</li> <li>○ Access to the beach activity area must be safe.</li> <li>○ Determine hazard rating in the area to design appropriate control</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Detect aquatic risk and hazard</li> <li>• Conduct critical risk analysis</li> <li>• Plot and explain hazards and</li> <li>• Comprehend oral and written communication</li> <li>• Communicate by radio transceiver</li> <li>• Mensuration applied for efficiency of risk analysis and hazard mapping.</li> <li>• Follow in-house safety procedure on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>• Operate and maintain multimedia presentation materials and equipment</li> <li>• Access the Coastal Public Safety Guidelines</li> </ul>

ELEMENTS	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
		<ul style="list-style-type: none"> <li>measures.               <ul style="list-style-type: none"> <li>○ Appropriate size of signage for visibility</li> </ul> </li> <li>• <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> </ul> </li> <li>• <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Coastal Public Safety Guidelines</li> <li>○ Handbook on Public Safety and Aquatic Rescue</li> </ul> </li> <li>• <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> <li>○ Radio equipment</li> </ul> </li> <li>• <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/ adaptable</li> <li>○ Honest</li> <li>○ Socially responsible</li> <li>○ Dependable</li> <li>○ Innovative</li> <li>○ Alert</li> </ul> </li> </ul>	<p>(2008) and Public Safety and Aquatic Rescue Handbook (33<sup>rd</sup> Edition or later)</p> <p>1.1 Practice personal values in aquatic venues</p>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		<ul style="list-style-type: none"> <li>○ Systematic and organized</li> <li>○ Committed</li> <li>○ Creative</li> <li>○ Patience</li> <li>○ Determined</li> </ul>	
2. Establish Patrol Zones and Lifeguard Services	<p>2.1 Specific <b>patrolling methods</b> at patrol zones are defined in accordance to Coastal Public Safety Guidelines.</p> <p>2.2 <b>Parameters for lifeguard operation</b> is established in accordance to Coastal Public Safety Guidelines.</p> <p>2.3 <b>Patrol service agreement and standard operating procedures</b> with event/organizers and resort owners are signed-up in accordance to Coastal Public Safety Guidelines.</p> <p>2.4 <b>Patrol Flags</b> are prepared in compliance with ISO20712-1-2008,ISO20712-2-2008For Water Safety signs and Beach Safety Flags</p> <p>2.5 <b>Lifesaving Equipment</b> is prepared in the designated swim or activity area.</p> <p>2.6 Patrol flags are</p>	<ul style="list-style-type: none"> <li>● <b>Trade Theory</b> <ul style="list-style-type: none"> <li>○ Coastal public safety – general principles</li> <li>○ Designating the beach</li> <li>○ Aquatic activity zoning and safety buffer zones</li> <li>○ Safety Signs</li> <li>○ General Operation (GO) of Beaches</li> <li>○ Guidelines for lifesaving services</li> <li>○ Responsibilities of lifesaver/ lifeguard</li> <li>○ Guidelines for Coastal Tourism</li> <li>○ Safety</li> <li>○ Patrol Briefing Procedures</li> <li>○ Closing aquatic venues</li> </ul> </li> <li>● <b>Communication</b> <ul style="list-style-type: none"> <li>○ Oral and Written communication</li> <li>○ Hand and whistle Signals</li> <li>○ Radio Communication</li> </ul> </li> <li>● <b>Mathematics and Mensuration</b> <ul style="list-style-type: none"> <li>○ Beach access and traffic management for aquatic activity</li> <li>○ Ratio of number of swimmers per</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Ability to define appropriate patrol method to a specific aquatic environment</li> <li>● Observance of Lifeguard operational parameters</li> <li>● Negotiate signing of patrol service agreement</li> <li>● Discussed aquatic standard operating procedure (SOP)</li> <li>● Identify specific patrol flags and hoisting</li> <li>● Preparation of lifesaving equipment</li> <li>● Identify patrol and safety buffer zones</li> <li>● Judgment for aquatic venue closure for public safety.</li> <li>● Comprehend oral and written communication</li> <li>● Communicate by hand and whistle signals</li> </ul>

ELEMENTS	<b>PERFORMANCE CRITERIA</b> <i>Italicized terms</i> are elaborated in the Range of Variables	<b>REQUIRED KNOWLEDGE</b>	<b>REQUIRED SKILLS</b>
	<p>hoisted based on acceptable <b><i>lifeguard patrol and zoning protocols</i></b> in compliance with ISO20712-1-2008,ISO20712-2-2008 for Water Safety signs and Beach Safety Flags</p> <p>2.7 <b><i>Patrolled areas and safety buffer zones</i></b> are established in accordance to Coastal Public Safety Guidelines.</p> <p>2.8 <b><i>Closing of aquatic venue</i></b> is recommended to event organizer should prevailing situation endanger public safety.</p>	<p>lifeguard</p> <ul style="list-style-type: none"> <li>○ Beach rating on risk and hazard</li> <li>○ Peak visitation hours</li> <li>○ Course type and distance of aquatic event</li> </ul> <ul style="list-style-type: none"> <li>● <b>Safety Practices</b> <ul style="list-style-type: none"> <li>○ Environmental protection and concerns</li> <li>○ Good grooming and personal hygiene</li> <li>○ Occupational Safety and Health Standards</li> </ul> </li> <li>● <b>Codes and Regulations</b> <ul style="list-style-type: none"> <li>○ Coastal Public Safety Guidelines</li> <li>○ Handbook on Public Safety and Aquatic Rescue</li> </ul> </li> <li>● <b>Materials, Tools &amp; Equipment: Uses, Specifications and Maintenance</b> <ul style="list-style-type: none"> <li>○ Blast whistle</li> <li>○ Radio Equipment</li> <li>○ Patrol Flags</li> <li>○ Lifesaving equipment</li> </ul> </li> <li>● <b>Values</b> <ul style="list-style-type: none"> <li>○ Self-esteem</li> <li>○ Punctual/ Time conscious</li> <li>○ Environmental and pollution conscious</li> <li>○ Flexible/</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>●</li> <li>● Mensuration applied for efficiency of lifeguard patrol services</li> <li>● Follow in-house safety procedures on environmental protection, good grooming and hygiene, occupational safety and health</li> <li>●</li> <li>● Operate and maintain multimedia presentation materials and equipment</li> <li>●</li> <li>● Access the Coastal Public Safety Guidelines (2008) and Public Safety and Aquatic Rescue Handbook (33rd Edition or later)</li> <li>●</li> <li>● Practice personal values in aquatic venues</li> <li>●</li> <li>●</li> </ul>

ELEMENTS	PERFORMANCE CRITERIA <i>Italicized terms</i> are elaborated in the Range of Variables	REQUIRED KNOWLEDGE	REQUIRED SKILLS
		adaptable ○ Honest ○ Socially responsible ○ Dependable ○ Innovative ○ Alert ○ Systematic and organized ○ Committed ○ Creative ○ Patience ○ Determined	

### RANGE OF VARIABLES

VARIABLE	RANGE
1. Aquatic Events	Not limited to: 1.1 Sporting Event 1.2 Lifesaving and open water competition 1.3 Aquatic recreational activities to include swimming, surfing, boating and fishing 1.4 Organized games and activities 1.5 Aquatic training 1.6 Sub-aqua and power craft to include personal watercraft and waterskiing 1.7 Sporting sailing or regattas
2. Sources of risk	Not limited to: 2.1 Human factor 2.2 Environmental factor 2.3 External Factor 2.4 Administrative factor
3. Patrolling Methods	Not limited to: 3.1 Between the flags method 3.2 Roving method 3.3 Outpost method 3.4 Watching the public 3.5 Scanning
4. Parameters for Lifeguard Operation	Not limited to: 4.1 Length of season 4.2 Times of day you will patrol 4.3 Patrol strength

VARIABLE	RANGE
	4.4 Equipment 4.5 Patrol member qualification
5. Patrol Service Agreement or Standard Operating Procedures (SOP)	Not limited to: 5.1 Patrol Season, times, strength and area 5.2 Specific patrol operation (Opening and closing beach, activity zoning, lost/missing person, lost property, breach of peace in beaches, what to do if insufficient numbers on patrol, lightning, sharks, tsunami warning, marine pollution and inappropriate behavior) 5.3 Patrol uniforms 5.4 Patrol equipment 5.5 Reporting and forms 5.6 Watercraft management 5.7 Junior activities and water safety requirements 5.8 Vehicle operation and traffic in aquatic area 5.9 Peer support arrangement 5.10 Media procedures
6. Patrol Flags	Not limited to: 6.1 Red and Yellow Flags 6.2 Black and white Checkered Flags 6.3 Red Flags
7. Lifesaving Equipment	Not limited to: 7.1 Rescue Tube 7.2 Rescue Board 7.3 First Aid Kit 7.4 Spine board 7.5 Fins 7.6 Watercrafts
8. Lifeguard patrol and zoning protocols	Not limited to: 8.1 Two (2) red and yellow flags means patrolled area 8.2 One (1) red and yellow flag means lifeguard on duty 8.3 Black and white checkered flag beside red and yellow flags means buffer zone for watercraft area 8.4 Red flag means Beach is closed 8.5 Full Patrol method of operation 8.6 Surveillance method of operation 8.7 Patrol Strength compliance
9. Patrolled areas and safety buffer zones	Not limited to: 9.1 Identifiable both from in the water and from the land/beach using buoyage. 9.2 Areas that have been zoned for a particular use can be defined using flags, signs and buoys. 9.3 Time zones should be used as a tool allowing or restricting specified activities to be conducted at prescribed times

VARIABLE	RANGE
	9.4 Wherever possible, signs on the shore be used in addition to buoys in the water. 9.5 Once established, monitoring and maintaining zone areas must be ensured. 9.6 Provide zoning scheme or diagram
10. Closing of aquatic venue	Not limited to: 10.1 Where access points to the beach can be identified, "Swimming Prohibited" sign should be posted 10.2 Where swimming area would normally be located, "No Swimming" sign should be posted. 10.3 At intervals along water edge, "Swimming Prohibited" sign should be displayed 10.4 Red and yellow patrol flags must be taken down and may be replaced by a red flag. 10.5 When the beach is closed, at least two (2) resort personnel will be assigned to patrol beach and make sure swimmers do not go to the water.

### EVIDENCE GUIDE

1. Critical aspects of competency	Assessment requires evidence that the candidate: 1.1 Consulted and prepared client on desired safety requirements of the event. 1.2 Assessed Aquatic risks and conduct hazard mapping on the event venue 1.3 Discussed with clients possible risks 1.4 Set up safety signage to minimize risk wherever possible 1.5 Advised Clients if event venue needs to be transferred to a more safe location. 1.6 Set up lifesaving equipment 1.7 Set up Patrol Flags and aquatic zoning
2. Resource implications	The following resources <b>MUST</b> be provided: 2.1 Beach area 2.2 Tools, equipment and supplies/materials relevant to the activity to be performed 2.3 Work area/facilities
3. Methods of assessment	Competency may be assessed through: 3.1 Demonstration with Oral Questioning 3.2 Third-Party Report 3.3 Portfolio
4. Context of assessment	Competency may be assessed in the workplace or TESDA Accredited assessment center

### 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 NC III**.

These 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 Technology, Science, Math, English/Communication, and Safety to Environment. Includes also green technology, issues on health and drugs and cater to person with disabilities (PWD's).

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

#### Nominal Training Duration:

	20 hrs.	Basic Competencies
	240 hrs.	Common Competencies
	1520 hrs.	Core Competencies (to include 800 Hrs. Supervised Lifeguard Industry Training (SLIT))
<b>Total</b>	<b>1780 hrs.</b>	

#### Course Description:

This course is designed to enhance the knowledge, desirable attitudes and skills of a Leisure Pool Lifeguard, Beach Lifeguard, Inland Open Water Lifeguard or a Surf Lifeguard in accordance with industry standards. It covers competencies to achieve aquatic accident prevention, recognition, rescue and recovery to a state of preparedness after an emergency situation in leisure pools, beaches, rivers, lakes and surf environment.

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

**BASIC COMPETENCIES**  
**20 hours**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration	
1. Lead workplace communication	1.1 Communicate information about workplace processes	<ul style="list-style-type: none"> <li>• Read               <ul style="list-style-type: none"> <li>○ Effective verbal communication methods</li> <li>○ Sources of information</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> </ul>	4 Hours	
		<ul style="list-style-type: none"> <li>• Practice organizing information</li> </ul>				<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>
		<ul style="list-style-type: none"> <li>• Identify organization requirements for written and electronic communication methods</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> </ul>		
		<ul style="list-style-type: none"> <li>• Follow organization requirements for the use of written and electronic communication methods</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Practical exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>		
		<ul style="list-style-type: none"> <li>• Perform exercises on understanding and conveying intended meaning scenario</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>		
		1.2 Lead workplace discussions	<ul style="list-style-type: none"> <li>• Describe:               <ul style="list-style-type: none"> <li>○ Organizational policy on production, quality and safety</li> <li>○ Goals/ objectives and action plan setting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>		<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>
	<ul style="list-style-type: none"> <li>• Read               <ul style="list-style-type: none"> <li>○ Effective verbal communication methods</li> </ul> </li> </ul>		<ul style="list-style-type: none"> <li>• Lecture</li> </ul>			
	<ul style="list-style-type: none"> <li>• Prepare/set action plans based on organizational goals and objectives</li> </ul>		<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>		
	1.3 Identify and communicate issues arising in the workplace		<ul style="list-style-type: none"> <li>• Describe:               <ul style="list-style-type: none"> <li>○ Organizational policy in dealing with issues and problems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>		<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>
			<ul style="list-style-type: none"> <li>• Read               <ul style="list-style-type: none"> <li>○ Effective verbal communication methods</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>		<ul style="list-style-type: none"> <li>• Written Test</li> </ul>

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>Practice organizing information</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Perform exercises on understanding and conveying intended meaning scenario</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
2. Lead small team	2.1 Provide team leadership	<ul style="list-style-type: none"> <li>Describe: <ul style="list-style-type: none"> <li>Company policies and procedures</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	4 Hours
		<ul style="list-style-type: none"> <li>Identify client expectations</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>Practice team building skills</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Perform exercises on communication skills required for leading teams</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
	2.2 Assign responsibilities	<ul style="list-style-type: none"> <li>Describe: <ul style="list-style-type: none"> <li>Team member's duties and responsibilities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>Identify client expectations</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>Practice negotiating skills</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Perform group exercises showing the skills and techniques in promoting team building</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
	2.3 Set performance expectations for team members	<ul style="list-style-type: none"> <li>Describe: <ul style="list-style-type: none"> <li>Team member's duties and responsibilities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>How performance expectations are set</li> </ul>			
		<ul style="list-style-type: none"> <li>Identify client expectations</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>Perform group exercises in setting individual target/ expectation</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Read instruction and requirements in up to date dissemination to members</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
	2.4 Supervise team performance	<ul style="list-style-type: none"> <li>• Describe listening and treating individual team members concern</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Identify methods of Monitoring Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>• Perform group exercises showing the skills in monitoring team performance</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
3. Solve workplace problems related to work activities	3.1 Identify the problem	<ul style="list-style-type: none"> <li>• Describe Normal operating parameters &amp; product quality</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>	2 Hours
		<ul style="list-style-type: none"> <li>• Identify &amp; clarify the nature of problem</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>○ Brainstorming</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>○ Cause and effect diagrams</li> </ul>			
		<ul style="list-style-type: none"> <li>○ PARETO analysis</li> </ul>			
		<ul style="list-style-type: none"> <li>○ SWOT analysis</li> </ul>			
		<ul style="list-style-type: none"> <li>○ GANT chart</li> </ul>			
		<ul style="list-style-type: none"> <li>○ PERT CPM &amp; graph</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
<ul style="list-style-type: none"> <li>○ SCATTERGRAMS</li> </ul>					
<ul style="list-style-type: none"> <li>• Apply observation, investigation and analytical techniques in solving problem in the workplace</li> </ul>					

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	3.2 Determine fundamental cause of the problem	<ul style="list-style-type: none"> <li>Describe Teamwork and work allocation problem</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li>Using range of formal problem solving techniques</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>Enterprise goals, targets and measures</li> </ul>			
		<ul style="list-style-type: none"> <li>Enterprise quality, OSH and environmental requirement</li> </ul>			
		<ul style="list-style-type: none"> <li>Non-routine process and quality problems</li> </ul>			
		<ul style="list-style-type: none"> <li>Perform group exercises showing safety in emergency situations and incidents</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Identify &amp; clarify the nature of problem</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	
	<ul style="list-style-type: none"> <li>Select relevant equipment and operational processes</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>		
	3.3 Determine correct / preventive action	<ul style="list-style-type: none"> <li>Describe principles of decision making strategies and techniques</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li>Evaluating the solution</li> <li>Devising the best solution</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>Perform group exercise how to implement the developed plan to rectify a problem</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Role Play</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
	3.4 Provide recommendation to manager	<ul style="list-style-type: none"> <li>Describe industry codes and standards</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Apply enterprise information systems and data collation</li> <li>• Prepare recommendation letter</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
4. Develop and practice negotiation skills	4.1 Identify relevant information in planning negotiations	<ul style="list-style-type: none"> <li>• Describe: <ul style="list-style-type: none"> <li>○ codes of practice and guidelines for the organization</li> <li>○ differences between content and process</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>	2 hours
		<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>○ Organizations policy and procedures for negotiations</li> <li>○ Decision making and conflict resolution strategies procedures</li> <li>○ Strategies to manage conflict</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>○ Steps in negotiating process</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>○ Steps in negotiating process</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
		<ul style="list-style-type: none"> <li>• Identify bargaining information</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>• Apply strategies to manage process</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Apply steps in negotiating process</li> </ul>			
	4.2 Participate in negotiations	<ul style="list-style-type: none"> <li>• Describe the following strategies during negotiation: <ul style="list-style-type: none"> <li>○ Decision making and conflict resolution strategies procedures</li> <li>○ Problem solving strategies on how to deal with unexpected questions and attitudes during negotiation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Case studies</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Practice the following scenarios in a group activity: <ul style="list-style-type: none"> <li>○ Perform interpersonal skills to develop rapport with other parties</li> <li>○ Perform verbal communication and listening skill</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Simulation/ Role play</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		○ observation skills			
		○ negotiation skills			
	4.3 Document areas for agreement	<ul style="list-style-type: none"> <li>Describe the Procedure in documenting negotiations</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion</li> <li>Simulation/ Role play</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	
	<ul style="list-style-type: none"> <li>Apply a filing system in managing information</li> <li>Demonstrate filing of documents</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>		
5. Use mathematical concepts and techniques	5.1 Identify mathematical tools and techniques to solve problems	<ul style="list-style-type: none"> <li>Describe the four fundamental operation (addition, subtraction, division, multiplication)</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	4 Hours
		<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li>Measurement system</li> <li>Precision and accuracy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>Basic measuring tools/devices</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>Apply mathematical computations</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Demonstrate activities on: <ul style="list-style-type: none"> <li>Use of calculator</li> <li>Use of different measuring tools</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li>Estimation</li> <li>Problem-based questions</li> <li>Mathematical techniques</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	
	<ul style="list-style-type: none"> <li>Apply mathematical computations</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Simulation/ Role play</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>		
	<ul style="list-style-type: none"> <li>Demonstrate activities on:</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>		

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		○ Use of calculator			
		○ Use of different measuring tools			
		○ Use of mathematical tools and standard formulas			
	5.3 Analyze results	• Describe the four fundamental operation (addition, subtraction, division, multiplication)	• Group Discussion	• Oral evaluation	
		• Read:	• Lecture	• Written examination	
		○ Measurement system			
		○ Precision and accuracy			
○ Basic measuring tools/devices		• Demonstration	• Observation		
• Apply mathematical computations	• Demonstration	• Observation			
• Demonstrate activities on:	• Demonstration	• Observation			
○ Use of calculator	• Demonstration	• Observation			
○ Use of different measuring tools					
6. Use relevant technologies	6.1 Identify appropriate technology	• Describe company policy in relation to relevant technology	• Group Discussion	• Oral evaluation	4 Hours
		• Read:	• Lecture	• Written examination	
		○ Awareness on technology and its function			
		○ Relevant technology application/ implementation			
	○ Operating instructions	• Demonstration	• Observation		
• Practice basic communication skill in a group activity	• Simulation/ Role Play				
6.2 Apply relevant technology	• Describe different management concepts	• Group Discussion	• Oral evaluation		

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Read:               <ul style="list-style-type: none"> <li>○ Relevant technology application/ implementation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>○ Technology adaptability</li> </ul>			
		<ul style="list-style-type: none"> <li>○ Different management concepts</li> </ul>			
		<ul style="list-style-type: none"> <li>○ Health and safety procedure</li> </ul>			
		<ul style="list-style-type: none"> <li>○ Communication techniques</li> </ul>			
		<ul style="list-style-type: none"> <li>Apply software applications skills</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Practice drills on installing application software</li> <li>• Practice basic communication skill in a group activity</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Simulation/ Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
	6.3 Maintenance / enhance relevant technology	<ul style="list-style-type: none"> <li>• Read:               <ul style="list-style-type: none"> <li>○ Repair and maintenance procedure</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>○ Operating instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>• Practice drills:               <ul style="list-style-type: none"> <li>○ installing application software</li> <li>○ Basic troubleshooting skills</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Simulation/ Role Play</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	

**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 Aquacode	<ul style="list-style-type: none"> <li>• Read:               <ul style="list-style-type: none"> <li>○ The Principle of Aquacode                   <ul style="list-style-type: none"> <li>- G = go together</li> <li>- S = stay afloat and wave</li> <li>- R = reach to rescue</li> </ul> </li> </ul> </li> </ul>	• Lecture	• Written examination	80 Hours
		○ Definition of Drowning			
		○ Types of drowning victim			
		○ Water Safety			
		○ Types of grabbing			
		○ Safety consideration as a Lifesaver			
		<ul style="list-style-type: none"> <li>○ Prevention of aquatic emergencies</li> </ul>	• Demonstration	• Observation	
		<ul style="list-style-type: none"> <li>• Practice buddy system, calmly waving while floating in water and conduct reach rescue using a stick or a rope.</li> </ul>			
		<ul style="list-style-type: none"> <li>• Estimate distance to safety and feel depth of water.</li> </ul>			
		<ul style="list-style-type: none"> <li>• Prepare materials, specification and maintenance of swim wear, eye wear, foot wear and throw line or rope</li> </ul>	• Lecture	• Written Test	
<ul style="list-style-type: none"> <li>• Read environmental protection and concerns</li> </ul>	• Demonstration	• Observation			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Prepare red and yellow uniform, sun protection devices rehydration fluids, and mobile phones for emergency services.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
	<ul style="list-style-type: none"> <li>• Practice 5s in safekeeping wet personal wears and lifesaving aids</li> </ul>				
	<ul style="list-style-type: none"> <li>• Practice good grooming and personal hygiene</li> </ul>				
	<ul style="list-style-type: none"> <li>• Demonstrate ability to comprehend oral and written communication</li> </ul>				
	1.2 Use Recognized Clothing and Outdoor Protective Devices	<ul style="list-style-type: none"> <li>• Apply personal values in an aquatic environment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>○ Getting Ready for Aquatic Works</li> <li>○ Sun Safety</li> <li>○ Red and Yellow Lifeguard Uniform</li> </ul> </li> </ul>			
		<ul style="list-style-type: none"> <li>• Demonstrate applying skin sunscreen and proper wearing of lifeguard uniform, swim wear, eyewear, tents and first aid bag.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate ability to comprehend oral and written communication</li> </ul>					
<ul style="list-style-type: none"> <li>• Apply personal values in an aquatic environment</li> </ul>					

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.3 Interpret Standard Water Safety Flags and Signs	<ul style="list-style-type: none"> <li>• Describe Pool Signage</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Read: Water Safety and Beach Flags Operation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>○ Standard Water Safety Information and permissive, regulatory and warning signs</li> </ul>			
		<ul style="list-style-type: none"> <li>○ Typeface for text and distance factor for externally illuminated safety signs</li> </ul>			
		<ul style="list-style-type: none"> <li>• Practice proper hoisting and taking down water safety flags</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Demonstrate Inspection, maintenance and storage of flags, flag-poles and signage</li> </ul>			
		<ul style="list-style-type: none"> <li>• Demonstrate correct anchoring and unfastening of flag-pole</li> </ul>			
<ul style="list-style-type: none"> <li>• Demonstrate ability to comprehend oral and written communication</li> </ul>					
<ul style="list-style-type: none"> <li>• Apply personal values in an aquatic environment</li> </ul>					

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	1.4 Spot Dangers of Different Aquatic Environments	<ul style="list-style-type: none"> <li>• Describe safety guidelines for rivers, lakes, ponds, beaches, pools and home or condominium aquatic environment</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Read the dangers at different aquatic environments :</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>○ rivers</li> </ul>			
		<ul style="list-style-type: none"> <li>○ lakes</li> </ul>			
		<ul style="list-style-type: none"> <li>○ ponds</li> </ul>			
		<ul style="list-style-type: none"> <li>○ beaches</li> </ul>			
		<ul style="list-style-type: none"> <li>○ pools and</li> </ul>			
		<ul style="list-style-type: none"> <li>○ home or condominium aquatic environment</li> </ul>			
<ul style="list-style-type: none"> <li>• Read and describe the Factors that may vary water flow and current in river, lake, beach and ocean.</li> </ul>					
<ul style="list-style-type: none"> <li>• Demonstrate detecting presence of crumbling banks, uneven river beds and submerged obstacles in rivers, creeks and waterholes.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>			
<ul style="list-style-type: none"> <li>• Identify whirlpool in the water and reverse currents near the riverbank, rocks or semi-submerged obstacle</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>			
<ul style="list-style-type: none"> <li>• Read instructions on recognizing strong current (Swift Water) at river entry points of lakes, dams and lagoons.</li> </ul>					

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>Practice detecting strong currents (Swift Water) caused by irrigation pumps and channels in ponds or farms.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Read and follow instructions on how to distinguish presence of cold water, surging waves, tidal and rip current in beaches and surf.</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>Inspect condition of fences, barriers and gates of public and home or condominium pools.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Monitor weather forecasts environment</li> </ul>			
	1.5 Follow Safety Guidelines for Different Aquatic Activities	<ul style="list-style-type: none"> <li>Describe Safety Guidelines at different Aquatic Activities: <ul style="list-style-type: none"> <li>Swimming at swimming pools</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	
	<ul style="list-style-type: none"> <li>Swimming at beaches</li> </ul>				
	<ul style="list-style-type: none"> <li>Swimming in waves</li> </ul>				
	<ul style="list-style-type: none"> <li>Swimming at rivers</li> </ul>				
	<ul style="list-style-type: none"> <li>Safe fishing</li> </ul>				
	<ul style="list-style-type: none"> <li>Safe watercraft recreation</li> </ul>				
	<ul style="list-style-type: none"> <li>Safe surfing</li> </ul>				
	<ul style="list-style-type: none"> <li>Safe recreational diving and snorkeling</li> </ul>				
<ul style="list-style-type: none"> <li>Conduct of Water Safety Education and Programs</li> </ul>					
<ul style="list-style-type: none"> <li>Demonstrate implementation of safety guidelines for different aquatic activities</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>			
<ul style="list-style-type: none"> <li>Identify different types of PFDs</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Demonstrate swimming drills on the following activities:               <ul style="list-style-type: none"> <li>○ orient body at an angle to current flow, facing upstream for survival at river</li> <li>○ Swim parallel with the waves to escape rip current in beach</li> <li>○ Float and wave</li> <li>○ Swim inside a rip current (simulating inability to escape a rip)</li> </ul> </li> <li>• Practice choosing and putting on a PFD on land or water</li> <li>• Demonstrate sharing a PFD as a flotation support to a person</li> <li>• Demonstrate ability to comprehend oral and written communication</li> <li>• Apply personal values in an aquatic environment</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Simulated Emergency Response Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Practice choosing and putting on a PFD on land or water</li> <li>• Demonstrate sharing a PFD as a flotation support to a person</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Demonstrate ability to comprehend oral and written communication</li> <li>• Apply personal values in an aquatic environment</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
2. Perform Resuscitation (CPR + ILCOR + After Care)	2.1 Recognize the function of human respiratory system	<ul style="list-style-type: none"> <li>• Describe how oxygen is transported to cells of the brain, heart and lungs and how carbon dioxide is removed in conjunction with circulatory system</li> <li>• Read:               <ul style="list-style-type: none"> <li>○ Function and design of human respiratory system</li> <li>○ Volume of air intake through the mouth</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written examination</li> </ul>	60 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		○ Air Composition during Inspiration and Expiration	• Lecture	• Written examination	
		○ Functions of trachea and alveoli			
		○ The exchange of gases at alveolus through bronchioles.			
		○ Air route to the lungs			
		• 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	• Demonstration	• Observation		
• Apply personal values in classroom and in an aquatic environment					
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
		<ul style="list-style-type: none"> <li>• Read:               <ul style="list-style-type: none"> <li>○ How the body cells are enabled to accept oxygen and glucose</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>○ Position of the heart with respect to the chest and sternum.</li> </ul>			
		<ul style="list-style-type: none"> <li>○ The thoracic cage and heart.</li> </ul>			
		<ul style="list-style-type: none"> <li>• Demonstrate locating compression point for CPR</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Simulated Emergency Response Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Practice drills on resuscitation to maintain skills</li> </ul>			
		<ul style="list-style-type: none"> <li>• Demonstrate the ability to comprehend oral and written communication</li> <li>• Apply personal values in classroom and in an aquatic environment</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
	2.3 Apply resuscitation				
		<ul style="list-style-type: none"> <li>• Read:</li> </ul>	<ul style="list-style-type: none"> <li>• Lectures</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>○ Early detecting the Cause of Respiratory Failure</li> </ul>			
		<ul style="list-style-type: none"> <li>○ The Signs of Life</li> </ul>			
<ul style="list-style-type: none"> <li>○ The Chain of Survival</li> </ul>					
<ul style="list-style-type: none"> <li>○ Resuscitation Flow Chart</li> </ul>					
<ul style="list-style-type: none"> <li>○ Resuscitation Action Plan (DRSABCD)</li> </ul>					
<ul style="list-style-type: none"> <li>○ ILCOR and ILS</li> </ul>					
<ul style="list-style-type: none"> <li>• Identify CPR techniques including modification for infants and pregnant women</li> </ul>					

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>Practice resuscitation for adult victim, pregnant women and infants</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Simulated Emergency Response Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Apply 5's</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Practice cleaning and safekeeping of manikins and mask</li> </ul>			
		<ul style="list-style-type: none"> <li>Demonstrate ability to comprehend oral and written communication</li> </ul>			
	<ul style="list-style-type: none"> <li>Apply personal values in classroom and in an aquatic environment</li> </ul>				
	2.4 Follow after care procedures to drowning victim	<ul style="list-style-type: none"> <li>Describe General After Care Guidelines</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>Practice drills on: <ul style="list-style-type: none"> <li>positioning victim to recovery Position when signs of life appear</li> <li>transporting victim to hospital and use of oxygen</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Simulated Emergency Response Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Apply 5's in implementing after care procedure</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Demonstrate ability to comprehend oral and written communication</li> </ul>			
		<ul style="list-style-type: none"> <li>Apply personal values in classroom and in an aquatic environment</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
3. Provide Emergency Care (First Aid)	3.1 Assess aquatic emergency situation	<ul style="list-style-type: none"> <li>Describe emergency situation assessment and triage application</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	60 Hours
		<ul style="list-style-type: none"> <li>Read:               <ul style="list-style-type: none"> <li>Usage of available first aid kit or bag.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>Order of treatment and evacuation at triage</li> </ul>			
		<ul style="list-style-type: none"> <li>Identify procedure for aquatic emergency assessment to include applicable land-based emergencies such as heart attack and vehicle accidents</li> </ul>			
		<ul style="list-style-type: none"> <li>Perform aquatic emergency assessment to include applicable land-based emergencies such as heart attack and vehicle accidents</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Simulated Emergency Response Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Perform cleaning and maintaining first aid kit or bag, first aid log and emergency hygiene packs.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Demonstrate ability to comprehend oral and written communication</li> </ul>			
	<ul style="list-style-type: none"> <li>Apply personal values in classroom and in an aquatic environment</li> </ul>				
	3.2 Apply first aid	<ul style="list-style-type: none"> <li>Read:               <ul style="list-style-type: none"> <li>Basic aid (rescue, care and management) in aquatic emergencies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>Analysis of data, sorting and allocating aid to provide order at triage situation</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>○ First aid record and compilation</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>• Identify the different equipment used in an aquatic emergency</li> </ul>			
		<ul style="list-style-type: none"> <li>• Practice First aid drills for usual aquatic injury</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Simulated Emergency Response Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Perform the following activities in an emergency: <ul style="list-style-type: none"> <li>○ Calling ambulance emergency service</li> <li>○ Assist lifting and carrying of victim for transport to hospital.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Practice hygiene in emergency situation</li> </ul>			
		<ul style="list-style-type: none"> <li>• Practice occupational safety and health standards by disposing hygiene packs and cleaning of treatment area</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Demonstrate ability to comprehend oral and written communication</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
		<ul style="list-style-type: none"> <li>• Apply personal values in classroom and in an aquatic environment</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
	3.3 Communicate details of incident	<ul style="list-style-type: none"> <li>• Describe context of first aid or incident report form</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>• Read instructions on:               <ul style="list-style-type: none"> <li>○ Filling out Incident /First Aid Report Form</li> <li>○ Turning-over a copy of Incident/First Aid Report to responding emergency service</li> <li>○ Maintaining Incident/first aid report compilation</li> <li>○ Emergency Log Procedure</li> </ul> </li> <li>• Demonstrate ability to comprehend oral and written communication</li> <li>• Apply personal values in classroom and in an aquatic environment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written examination</li> <li>• Observation</li> </ul>	
4. Perform Lifeguarding Hand and Whistle Signals	4.1 Specify hand and whistle signals for inter-lifeguard communication	<ul style="list-style-type: none"> <li>• Describe Hand and whistle signaling</li> <li>• Prepare material specification of Blast Whistle for Lifeguards</li> <li>• Demonstrate cleaning and maintaining Lifeguard Blast whistle</li> <li>• Execute hand and whistle signals for inter- lifeguard communication</li> <li>• Demonstrate ability to comprehend oral and written communication</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Demonstration</li> <li>• Demonstration</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Observation</li> <li>• Observation</li> <li>• Observation</li> </ul>	40 Hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>Apply personal values in classroom and in an aquatic environment</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
	4.2 Demonstrate whistle and hand signals as transmitter and receiver	<ul style="list-style-type: none"> <li>Describe Inter-lifeguard communication using hand and whistle signals</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>Prepare material specification of Blast Whistle for Lifeguards</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written examination</li> </ul>	
		<ul style="list-style-type: none"> <li>Demonstrate ability to transmit hand and whistle signals and concisely receive, clarified and action carried as signaled</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Demonstrate ability to comprehend oral and written communication</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Apply personal values in classroom and in an aquatic environment</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	

**CORE COMPETENCIES**  
**1520 HRS (to include 800 hrs SLIT)**

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
1. Demonstrate fitness level appropriate for leisure pool, beach, river and surf lifeguard	3.1 Swim 800- meter distance using any prescribed strokes in 16 minutes	<ul style="list-style-type: none"> <li>• Read               <ul style="list-style-type: none"> <li>○ Elements and Swimming techniques of each lifesaving Stroke</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> </ul>	90 hours
		<ul style="list-style-type: none"> <li>• Perform warm-up exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Demonstrate swimming ability of six lifesaving swimming stroke</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Demonstrate ability to comprehend oral and written communication</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Apply personal values in aquatic venues</li> </ul>			
	3.2 Run 200-meter; Swim 200-meter and run 200-meter in 6 minutes	<ul style="list-style-type: none"> <li>• Read               <ul style="list-style-type: none"> <li>○ Health and safety implications in performing run swim run routine</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> </ul>	30 hours
		<ul style="list-style-type: none"> <li>○ Considerations for an established running terrain</li> </ul>			
		<ul style="list-style-type: none"> <li>• Demonstrate display of skills in focusing, analyzing and critical thinking while Navigating prescribed route</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Maintain swimming skills while navigating a prescribed route</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Demonstrate proper running techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Execute proper short distance running forms</li> </ul>			
		<ul style="list-style-type: none"> <li>• Perform cool down procedures</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
<ul style="list-style-type: none"> <li>• Demonstrate ability to comprehend</li> </ul>					

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		oral and written communication			
		<ul style="list-style-type: none"> <li>Apply personal values in aquatic venues</li> </ul>			
	3.3 Demonstrate surface dive and underwater swim	<ul style="list-style-type: none"> <li>Describe safety precautions in surface diving</li> <li>Read <ul style="list-style-type: none"> <li>Nature of underwater environment</li> <li>Underwater swimming techniques</li> </ul> </li> <li>Perform safe surface diving and underwater swimming</li> <li>Apply display of focusing, critical thinking and analytical skills in performing underwater swim</li> <li>Demonstrate ability to comprehend oral and written communication</li> <li>Apply personal values in aquatic venues</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion</li> <li>Lecture</li> <li></li> <li>Demonstration</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Written Test</li> <li></li> <li>Observation</li> <li>Observation</li> </ul>	20 hours
	3.4 Demonstrate underwater recovery	<ul style="list-style-type: none"> <li>Read <ul style="list-style-type: none"> <li>Nature of underwater environment</li> <li>Techniques in recovering underwater victim</li> <li>Safety precautions in surface diving</li> <li>Shallow water blackout</li> </ul> </li> <li>Apply the different techniques in recovering underwater victim</li> <li>Practice swimming drills: <ul style="list-style-type: none"> <li>Recovering objects placed underwater</li> </ul> </li> <li>Simulate underwater recovery by retrieving manikin placed underwater</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li></li> <li></li> <li>Demonstration</li> <li>Demonstration</li> <li>Simulated Emergency Response Scenarios</li> <li>Demonstration</li> <li>Simulated Emergency</li> </ul>	<ul style="list-style-type: none"> <li>Written Test</li> <li></li> <li></li> <li>Observation</li> <li>Observation</li> <li>Observation</li> <li>Observation</li> </ul>	20 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
			Response Scenarios		
		<ul style="list-style-type: none"> <li>• Demonstrate ability to comprehend oral and written communication</li> <li>• Apply personal values in aquatic venues</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
2. Provide lifeguard supervision in outdoor and indoor leisure facilities	2.1 Perform lifeguarding scanning	<ul style="list-style-type: none"> <li>• Describe familiarization of characteristic sights, sounds, patterns and rhythms of activity considered normal and unique to an aquatic venue being served.</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>	40 hours
		<ul style="list-style-type: none"> <li>• Read <ul style="list-style-type: none"> <li>○ Lifeguard Management <ul style="list-style-type: none"> <li>• What is an Aquatic Safety Team</li> <li>• Responsibilities of a Lifeguard</li> <li>• Responsibilities of a Lifeguard Supervisor</li> <li>• Lifeguard in the Philippines</li> </ul> </li> <li>○ Principles of scanning environment</li> <li>○ Four P's of Scanning</li> <li>○ The Senses and what they tell us</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> </ul>	
		<ul style="list-style-type: none"> <li>• Demonstrate ability to fill-up medical history of regular patrons and apply head counting, grouping, mental filing, profile matching and tracking for purposes of accounting patrons in aquatic venue.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Identify different scanning methodology, strategies and techniques</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> </ul>	
		<ul style="list-style-type: none"> <li>• Perform effective scanning of aquatic zone at the least time.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>Identify hazards and danger points in aquatic venues</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written Test</li> </ul>	
		<ul style="list-style-type: none"> <li>Practice detecting potential trouble and anticipate problems or accidents by recognizing indicators based on appearance and behavior of bathers</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Apply close supervision skills for physically- able and pregnant bathers</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Demonstrate: <ul style="list-style-type: none"> <li>asking support needs for assistance by other lifeguards positioned afar</li> <li>asking people directly if they need help</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> <li>Simulation/ Role play</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Demonstrate ability to comprehend oral and written communication</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Apply personal values in an aquatic environment</li> </ul>			
	2.2 Strategize preventive actions for hazards and risks control	<ul style="list-style-type: none"> <li>Describe duties, Number and positioning of lifeguards</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	40 hours
		<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li>Prevention through lifeguard supervision of patrons in leisure facilities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written Test</li> </ul>	
		<ul style="list-style-type: none"> <li>Factors affecting supervision, distractions and failure to recognize drowning</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written Test</li> </ul>	
		<ul style="list-style-type: none"> <li>Prepare plan out supervision strategy for leisure facilities</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Follow established safety procedures</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration		
		in different aquatic leisure facilities					
		<ul style="list-style-type: none"> <li>Perform surveillance procedures at different aquatic venues</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>			
		<ul style="list-style-type: none"> <li>Demonstrate ability to comprehend oral and written communication</li> </ul>					
		<ul style="list-style-type: none"> <li>Apply personal values in an aquatic environment</li> </ul>					
	2.3 Follow safety guidelines for varied contemporary leisure pool and aquatic facilities	<ul style="list-style-type: none"> <li>Describe safety guidelines of different types of River rides – continuous rivers, stop-and- go rivers, lazy rivers and activity rivers.</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	40 hours		
		<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li>Role of Leisure pool lifeguard</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written Test</li> </ul>			
		<ul style="list-style-type: none"> <li>Water characteristics of different kinds of leisure pools</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>			
		<ul style="list-style-type: none"> <li>Rules for Spas and hydrotherapy pools</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>			
		<ul style="list-style-type: none"> <li>Role of Leisure pool lifeguard</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>			
		<ul style="list-style-type: none"> <li>Apply supervision of leisure facilities</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>			
		<ul style="list-style-type: none"> <li>Perform rescues in leisure and special aquatic environments</li> </ul>					
		<ul style="list-style-type: none"> <li>Perform scanning and follow emergency procedures at leisure facilities</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>			
		<ul style="list-style-type: none"> <li>Demonstrate ability to comprehend oral and written communication</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>			
		<ul style="list-style-type: none"> <li>Apply personal values in an aquatic environment</li> </ul>					
		2.4 Monitor water quality for swimming	<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li>Procedures for the conduct of chlorine, acidity/ alkalinity and turbidity test in pool</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>		<ul style="list-style-type: none"> <li>Written Test</li> </ul>	40 hours
			<ul style="list-style-type: none"> <li>Procedure on Marine / Estuarine</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>		<ul style="list-style-type: none"> <li>Written Test</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		Water Sample Extraction			
		<ul style="list-style-type: none"> <li>Perform chlorine/ acidity/ alkalinity and turbidity test procedure at pool</li> </ul>			
		<ul style="list-style-type: none"> <li>Practice exercise in extracting exact volume of water sample near the deck or by swimming or using a small craft</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Perform visual judging on the quality of water sample and comparing it with the tubes in the test kit</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Practice exercise: <ul style="list-style-type: none"> <li>Compare the water sample against the tubes and find the one which is identical in color and appearance.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Repeat checking of chlorine level in other parts of the water body</li> </ul>			
		<ul style="list-style-type: none"> <li>Demonstrate record of findings and notify the immediate supervisor</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Demonstrate ability to comprehend oral and written communication</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Apply personal values in an aquatic environment</li> </ul>			
3. Perform emergency response techniques	3.1 Recognize and assess the level of emergency and determine appropriate intervention	<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li>Passive and Active drowning Person</li> <li>Facility Evacuation Procedures</li> </ul> </li> <li>Identify signs of escalating distress by victim and behaviors of people in</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written Test</li> </ul>	20 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		distress			
		<ul style="list-style-type: none"> <li>• Conduct facility drills for evacuation calmly</li> <li>• Assist distressed swimmers to safety</li> <li>• Practice exercise:               <ul style="list-style-type: none"> <li>○ Practice speedy detection of signs of distressed swimmer and respond to rescue</li> <li>○ Practice readiness on minor emergencies and urgent response on major emergencies</li> </ul> </li> <li>• Demonstrate ability to comprehend oral and written communication</li> <li>• Apply personal values in an aquatic environment</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Simulated Emergency Response Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
	3.2 Perform aquatic emergency procedures	<ul style="list-style-type: none"> <li>• Describe Emergency Action Plan (EAP) Flowchart</li> <li>• Read               <ul style="list-style-type: none"> <li>○ Response Systems in Managing Minor and Major Emergencies</li> </ul> </li> <li>• Video presentation on emergency procedures in aquatic environment</li> <li>• Prepare Emergency Action Plan (EAP) specific to an aquatic facility</li> <li>• Follow established emergency procedures in an aquatic facility</li> <li>• Facilitate crowd control in an emergency and use of bystander to assist in helpful first aid tasks.</li> <li>• Practice Emergency Procedures –               <ul style="list-style-type: none"> <li>○ Teamwork</li> <li>○ Simulated Emergencies</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> <li>• Lecture</li> <li>• Video viewing</li> <li>• Demonstration</li> <li>• Demonstration</li> <li>• Simulated Emergency</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> <li>• Written Test</li> <li>• Oral evaluation</li> <li>• Observation</li> <li>• Observation</li> </ul>	40 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Lifeguard buddy system</li> </ul>	Response Scenarios		
		<ul style="list-style-type: none"> <li>○ Mental rehearsals</li> <li>○ evaluation and revision</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> <li>• Simulated Emergency Response Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Practice communicating with emergency service.</li> <li>• Record emergency situation</li> <li>• Demonstrate ability to comprehend oral and written communication</li> <li>• Apply personal values in an aquatic venues</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
	3.3 Intervene in rescue emergency quickly to remove distressed person from danger and manage life threatening problems	<ul style="list-style-type: none"> <li>• Describe concept of lifesaving practice: Prevention, Recognition, Rescue and Recovery.</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>	40 hours
		<ul style="list-style-type: none"> <li>• Read: <ul style="list-style-type: none"> <li>○ Essential steps of aquatic rescue: recognizing the patient, alerting the patrol captain, deciding on the course of action and retrieving the patient.</li> <li>○ Attributes of an efficient rescue: Knowledge, Skill, Fitness, Judgment, Discipline and Resourcefulness</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>○ Procedures for carries and support</li> </ul>			
		<ul style="list-style-type: none"> <li>● Video presentation on rescue emergency procedures</li> </ul>	<ul style="list-style-type: none"> <li>● Video viewing</li> </ul>	<ul style="list-style-type: none"> <li>● Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>● Perform contact and non-contact rescues in open water environment</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>● Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>● Perform carries and support with the absence of spinal boards in emergency site</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	
		<ul style="list-style-type: none"> <li>● Demonstrate ability to comprehend oral and written communication</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	
		<ul style="list-style-type: none"> <li>● Apply personal values in an aquatic venues</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>●</li> </ul>	
	3.4 Use appropriate lifeguarding and rescue aid, equipment and watercrafts	<ul style="list-style-type: none"> <li>● Read the following Principles: <ul style="list-style-type: none"> <li>○ rescue tube rescue</li> <li>○ rescue board rescue</li> <li>○ General principle of body board rescue</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Lecture</li> </ul>	<ul style="list-style-type: none"> <li>● Written test</li> </ul>	60 hours
		<ul style="list-style-type: none"> <li>● Perform rescue drills: <ul style="list-style-type: none"> <li>○ tube rescue</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Demonstration</li> <li>● Simulated Emergency Response Scenarios</li> </ul>	<ul style="list-style-type: none"> <li>● Observation</li> </ul>	
	<ul style="list-style-type: none"> <li>○ boards rescue</li> </ul>				
	<ul style="list-style-type: none"> <li>○ and body board rescue</li> </ul>				
		<ul style="list-style-type: none"> <li>● Video presentation on using watercraft and equipment for rescue</li> </ul>	<ul style="list-style-type: none"> <li>● Video viewing</li> </ul>	<ul style="list-style-type: none"> <li>● Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>● Operate personal water craft or jetski</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>● Observation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>Operate motor pump boats</li> </ul>			
		<ul style="list-style-type: none"> <li>Apply launching procedures for IRBs and Jet ski into Open water</li> <li>Launch IRBs from shore to open water</li> <li>Demonstrate ability to comprehend oral and written communication</li> <li>Apply personal values in an aquatic venues</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
4. Perform defibrillation and oxygen therapy	4.1 Prepare AED equipment and accessories	<ul style="list-style-type: none"> <li>Describe the chain of survival and Importance of early defibrillation in basic life support process</li> <li>Read: <ul style="list-style-type: none"> <li>The Defibrillation Process</li> <li>Normal Function of AED and system check according to specification by equipment manufacturer</li> </ul> </li> <li>Video presentation on preparing AED equipment</li> <li>Demonstrate handling of AED and accessories</li> <li>Operate and System check AED</li> <li>Demonstrate ability to comprehend oral and written communication</li> </ul>	<ul style="list-style-type: none"> <li>Group Discussion</li> <li>Lecture</li> <li>Video viewing</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> <li>Written Test</li> <li>Oral evaluation</li> <li>Observation</li> </ul>	20 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>Apply personal values in an aquatic venues</li> </ul>			
	4.2 Determine if victim needs defibrillation	<ul style="list-style-type: none"> <li>Read:               <ul style="list-style-type: none"> <li>The importance of CPR while AED is being prepared</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written Test</li> </ul>	20 hours
		<ul style="list-style-type: none"> <li>Demonstrate the ability to detect immediately that victim has "No signs of Life"</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Video presentation on assessing drowning victim</li> </ul>	<ul style="list-style-type: none"> <li>Video viewing</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>Call for early defibrillation</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Demonstrate ability to comprehend oral and written communication</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Apply personal values in an aquatic venues</li> </ul>			
	4.3 Operate AED machine	<ul style="list-style-type: none"> <li>Read:               <ul style="list-style-type: none"> <li>The Defibrillation Process</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written Test</li> </ul>	40 hours
		<ul style="list-style-type: none"> <li>Defibrillation Safety</li> </ul>			
		<ul style="list-style-type: none"> <li>Survival rate for Delay between notification and defibrillation</li> </ul>			
		<ul style="list-style-type: none"> <li>Operation of AED and Prompts</li> </ul>			
		<ul style="list-style-type: none"> <li>Video presentation on operating AED equipment</li> </ul>	<ul style="list-style-type: none"> <li>Video viewing</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>Prepare AED and accessories</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>Operate AED machine</li> </ul>			
		<ul style="list-style-type: none"> <li>Observe AED safety measures</li> <li>Demonstrate ability to comprehend oral and written communication</li> <li>Apply personal values in an aquatic venues</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
	4.4 Administer oxygen therapy to victim	<ul style="list-style-type: none"> <li>Read: <ul style="list-style-type: none"> <li>The Procedure for administering oxygen therapy</li> </ul> </li> <li>Perform the following activities for administering oxygen therapy to victim: <ul style="list-style-type: none"> <li>Determine if victim needs oxygen therapy</li> <li>Call for oxygen therapy for the victim</li> <li>Mouth-to-mask rescue breathing with oxygen</li> </ul> </li> <li>Apply safety precautions when using oxygen</li> <li>Prepare apparatus and administer oxygen therapy</li> <li>Demonstrate ability to comprehend oral and written communication</li> <li>Apply personal values in an aquatic venues</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Demonstration</li> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Written Test</li> <li>Observation</li> <li>Observation</li> <li>Observation</li> </ul>	40 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
5. Communicate using radio transceiver	5.1 Demonstrate radio equipment operation (hand-held and mobile)	<ul style="list-style-type: none"> <li>• Describe NTC Rules and Regulation on radio communication</li> </ul>	<ul style="list-style-type: none"> <li>• Group Discussion</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>	10 hours
		<ul style="list-style-type: none"> <li>• Read:               <ul style="list-style-type: none"> <li>○ Features and Functions of Radio Equipment</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> </ul>	
		<ul style="list-style-type: none"> <li>○ Care of radio Equipment</li> </ul>			
		<ul style="list-style-type: none"> <li>○ Handling and operation of Radio Transceiver</li> </ul>			
		<ul style="list-style-type: none"> <li>• Video presentation on operating radio equipment and hand-held communication devices</li> </ul>	<ul style="list-style-type: none"> <li>• Video viewing</li> </ul>	<ul style="list-style-type: none"> <li>• Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Demonstrate proper handling and care of radio equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>• Identify types of radio or Network</li> </ul>			
		<ul style="list-style-type: none"> <li>• Perform radio signal check</li> </ul>			
		<ul style="list-style-type: none"> <li>• Operate hand-held and mobile-base radio equipment</li> </ul>			
		<ul style="list-style-type: none"> <li>• Record radio communication clearly on log book</li> </ul>			
<ul style="list-style-type: none"> <li>• Demonstrate ability to comprehend oral and written communication</li> </ul>					
<ul style="list-style-type: none"> <li>• Apply personal values in an aquatic venues</li> </ul>					

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	5.2 Communicate emergency calls	<ul style="list-style-type: none"> <li>• Read:               <ul style="list-style-type: none"> <li>○ Procedural Words in Radio Communication</li> <li>○ Call signs of stations in a network</li> </ul> </li> <li>• Identify 4Ps method of relaying information</li> <li>• Video presentation on responding to emergency calls</li> <li>• Handle incoming communication and manage radio interruption</li> <li>• Demonstrate relaying proper emergency information over radio</li> <li>• Demonstrate transmit and receive emergency call on radio</li> <li>• Demonstrate ability to comprehend oral and written communication</li> <li>• Apply personal values in an aquatic venues</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Video viewing</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Oral evaluation</li> <li>• Observation</li> </ul>	20 hours
	5.3 Maintain radio equipment	<ul style="list-style-type: none"> <li>• Read specific battery charging system</li> <li>• Perform Routine Radio Maintenance Procedure</li> <li>• Demonstrate Emergency Maintenance Procedures</li> <li>• Maintain radio equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> <li>• Observation</li> </ul>	10 hours

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>Charge accordingly radio battery packs</li> </ul>			
		<ul style="list-style-type: none"> <li>Demonstrate ability to comprehend oral and written communication</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Apply personal values in an aquatic venues</li> </ul>			
6. Establish public safety consciousness and measures in aquatic related events	6.1 Conduct Aquatic Risk Assessment and Hazard Mapping	<ul style="list-style-type: none"> <li>Read roles and responsibilities of :               <ul style="list-style-type: none"> <li>o lifesaver/ lifeguard</li> <li>o patrol captain</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written Test</li> </ul>	
		<ul style="list-style-type: none"> <li>Video presentation on aquatic risk assessment and hazard mapping</li> </ul>	<ul style="list-style-type: none"> <li>Video viewing</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>Identify different sizes of signage for visibility</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written Test</li> </ul>	
		<ul style="list-style-type: none"> <li>Detect aquatic risk and hazard</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Conduct critical risk analysis</li> </ul>			
		<ul style="list-style-type: none"> <li>Record data in Patrol Logs</li> </ul>			
		<ul style="list-style-type: none"> <li>Plot and explain hazards and risks</li> </ul>			
		<ul style="list-style-type: none"> <li>Aquatic facility risk analyses and hazard mapping</li> </ul>			
		<ul style="list-style-type: none"> <li>Demonstrate ability to comprehend oral and written communication</li> </ul>			
		<ul style="list-style-type: none"> <li>Apply personal values in an aquatic venues</li> </ul>			

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
	6.2 Establish Patrol Zones and Lifeguard Services	<ul style="list-style-type: none"> <li>• Read:               <ul style="list-style-type: none"> <li>○ Coastal public safety – general principles</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> </ul>	60 hours
<ul style="list-style-type: none"> <li>○ General Operation (GO) of Beaches</li> </ul>					
<ul style="list-style-type: none"> <li>○ Guidelines for lifesaving services</li> </ul>					
<ul style="list-style-type: none"> <li>○ Patrol Briefing Procedures</li> </ul>					
<ul style="list-style-type: none"> <li>○ Guidelines for Coastal Tourism Safety</li> </ul>					
<ul style="list-style-type: none"> <li>• Apply beach access and traffic management for aquatic activity</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>			
<ul style="list-style-type: none"> <li>• Compute ratio of number of swimmers per lifeguard</li> </ul>					
<ul style="list-style-type: none"> <li>• Observe peak visitation hours</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>			
<ul style="list-style-type: none"> <li>• Identify course type and distance of aquatic event</li> </ul>	<ul style="list-style-type: none"> <li>• Lecture</li> </ul>	<ul style="list-style-type: none"> <li>• Written Test</li> </ul>			
<ul style="list-style-type: none"> <li>• Familiarize beach rating on risk and hazard</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>			
<ul style="list-style-type: none"> <li>• Ability to define appropriate patrol method to a specific aquatic environment</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>• Observation</li> </ul>			
<ul style="list-style-type: none"> <li>• Observe of lifeguard operational parameters</li> </ul>					
<ul style="list-style-type: none"> <li>• Negotiate signing of patrol service agreement</li> </ul>					

Unit of Competency	Learning Outcomes	Learning Activities	Methodology	Assessment Approach	Nominal Duration
		<ul style="list-style-type: none"> <li>Discuss aquatic standard operating procedure (SOP)</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>Identify specific patrol flags, hoisting and preparation of lifesaving equipment</li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> </ul>	<ul style="list-style-type: none"> <li>Written Test</li> </ul>	
		<ul style="list-style-type: none"> <li>Designating beach, identify patrol and safety buffer zones and judgment for aquatic venue closure for public safety.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Video presentation on deploying flags on patrol zones</li> </ul>	<ul style="list-style-type: none"> <li>Video viewing</li> </ul>	<ul style="list-style-type: none"> <li>Oral evaluation</li> </ul>	
		<ul style="list-style-type: none"> <li>Demonstrate ability to comprehend oral and written communication</li> </ul>	<ul style="list-style-type: none"> <li>Demonstration</li> </ul>	<ul style="list-style-type: none"> <li>Observation</li> </ul>	
		<ul style="list-style-type: none"> <li>Apply personal values in an aquatic venues</li> </ul>			

***Supervised Lifeguard Industry Training (SLIT)***

800 hours

## 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 a short program conducted or coordinated 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 are usually 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 orally and in writing
- Must be able to swim
- Physically able and mentally fit as certified by a Public Health Officer
- Holder of Lifeguard Services NC II

### 3.4 LIST OF TOOLS, EQUIPMENT AND MATERIALS

#### LIFEGUARD SERVICES NC III

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

QTY	TOOLS	QTY	EQUIPMENT	QTY	MATERIALS
25	Throw Line 8mm Dia. 18m Plaited 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 with head immobilizer/ strap	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	Pulse oximetry	4	Spontaneous external re-warming Cloth
1	Ambulance Stretcher	4	Stop Watches	25	Blast Whistles

### 3.5 TRAINING FACILITIES

#### LIFEGUARD SERVICES NC III

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
<b>CATEGORY A</b>				
○ Building (permanent) with facilities	15.00 x 20.00	300		<b>300</b>
○ Student/Trainee Working Space	2x 2per student/trainee	4 per student	100	100
○ Lecture Room	8 x 5	40		40
○ Equipment Storage Room	8 x 5	40		40
○ Male Toilets	8 x 5	40		40
○ Female Toilets	8 x 5	40		40
○ Students / Trainees Reception Area	8 x 5.	40		40
○ 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	2x 2per student/trainee	4 per student	100	100
○ Lifesaving Equipment Storage Room	16 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

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS	GRAND TOTAL AREA IN SQ. M
<b>CATEGORY B</b>				
○ Building (permanent) with facilities	15.00 x 20.00	300		<b>300</b>
○ Student/Trainee Working Space	2x 2per student/trainee	4 per student	100	100
○ Lecture Room	8 x 5	40		40
○ Equipment Storage Room	8 x 5	40		40
○ Male Toilets	8 x 5	40		40
○ Female Toilets	8 x 5	40		40
○ Students / Trainees Reception Area	8 x 5.	40		40
○ 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
○ Lecture Room	16 x 5	80		80
○ Student/Trainee Working Space	2x 2per student/trainee	4 per student	100	100
○ Lifesaving Equipment Storage Room	16 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

SPACE REQUIREMENT	SIZE IN METERS	AREA IN SQ. METERS	TOTAL AREA IN SQ. METERS	GRAND TOTAL AREA IN SQ. M
<b>CATEGORY C</b>				
○ 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	2x 2per student/trainee	4 per student	100	100
○ Lifesaving Equipment Storage Room	16 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
<b>CATEGORY D</b>				
○ 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
○ Lecture Room	16 x 5	80		80
○ Student/Trainee Working Space	2x 2per student/trainee	4 per student	100	100
○ Lifesaving Equipment Storage Room	16 x 5	80		80
○ Filtration Equipment Room	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
○ 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

**\*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 QUALIFICATIONS FOR HEALTH SECTOR

Trainers who will deliver the training on LIFEGUARD SERVICES NC III should possess the following qualifications:

- Must be a holder of National TVET Trainers Certificate Level I in Lifeguard Services NC III
- Must be physically and mentally fit as certified by a Public Health Officer
- Must have at least 4 years relevant industry experience in their specific field of specialization. (Leisure Pool, Beach, River and Lake and Surf)

### 3.7 INSTITUTIONAL ASSESSMENT

Institutional Assessment is undertaken by trainees in a structured learning program to determine their achievement of units of competencies. It is administered by the trainer/assessor at end of each learning module.

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**

- 4.2.1 To attain the National Qualification of **LIFEGUARD SERVICES NC III**, 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.
- 4.2.2 Demonstration of competence through project-type assessment covering all the required units of the qualification.
- 4.2.3 Assessment shall focus on the core units of competency. The basic and common units shall be integrated or assessed concurrently with the core units.
- 4.2.4 The following are qualified to apply for assessment and certification:
  - 4.2.4.1 Graduates of training programs related to lifeguard services
  - 4.2.4.2 Experienced workers in lifeguard services/industry
- 4.2.5 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.
- 4.2.6 A candidate who fails the assessment for two (2) consecutive times will be required to go through a refresher course before taking another assessment.
- 4.2.7 Only certified individuals in this Qualification may be nominated by the industry sector for accreditation as competency assessor.
- 4.2.8 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 assessment
- 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 4 years relevant industry experience
  - Computer literate
  - Physically able and mentally fit certified by Public Health Officer
- For Industry-Assessor
- Holder of National Certificate in Lifeguard Services NC III in all field of specialization
  - Holder of Certificate of Competency (COC) in Conduct Competency under the Trainers Methodology Level I (TM I)
  - Have at least 4 years relevant industry experience in their specific field of specialization. (Leisure Pool, Beach, River and Lake and Surf)
  - Computer literate
  - Physically and mentally fit certified by Public Health Officer

**COMPETENCY MAP**  
**Lifeguard Services Sector**

<b>CORE COMPETENCIES</b>	Demonstrate level of fitness appropriate for open water environment (leisure pools, beach, river and surf)	Provide Lifeguard Supervision in Outdoor and Indoor Leisure Facilities	Perform Emergency Response Techniques
	Perform Defibrillation and Oxygen Therapy	Communicate using Radio Transceiver	Establish Public Safety Consciousness and Measures in Aquatic related Events
<b>COMMON COMPETENCIES</b>	Demonstrate water safety	Perform resuscitation (CPR + ILCOR + After Care)	
	Provide emergency care (First Aid)	Perform lifeguarding hand and whistle signals	
<b>BASIC COMPETENCIES</b>	Lead workplace communication	Lead small teams	Develop and practice negotiation skills
	Solve problems related to work activities	Use mathematical concepts and techniques	Use relevant technologies

## GLOSSARY OF TERMS

<b>Action</b>	- Third stage of a rescue; developing a plan and effecting the rescue.
<b>Advance Life Support (ALS)</b>	- The addition of oxygen and the administering of some drugs as an extension of Basic Life Support (BLS) techniques.
<b>AED</b>	- Automatic external defibrillator.
<b>After care</b>	- Fourth stage of a rescue; giving aid until medical teams arrives.
<b>Airway</b>	- Passage by which air enters and leaves the lungs.
<b>ALS-</b>	- Advance Life Support.
<b>Aquacode</b>	- Three, easy-to-remember rules of water safety.
<b>Armpit tow</b>	- A contact tow used for a cooperative weak, tired, or injured casualty.
<b>Assessment</b>	- Second stage of rescue; making informed judgments.
<b>Assisted Lift</b>	- A method used to land an uncooperative casualty from deep water.
<b>Awareness</b>	- First stage of a rescue; recognizing an emergency accepting responsibility.
<b>Back blow</b>	- Blow given between the shoulder blades, with the heel of the hand, in the direction of the head.
<b>Backstroke</b>	- A swimming stroke developed from a back float used in survival, competition and recreation.
<b>Basic Life Support (BLS)</b>	- 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.
<b>Beach Safety Flags</b>	- An item of colored fabric or synthetic material, of an oblong or square shape, attached by one edge to a pole or rope and used to give a safety message.
<b>BLS</b>	- Basic Life Support
<b>Breaststroke</b>	- A swimming stroke used in survival, rescue, competition recreation.
<b>Buoyant</b>	- Capable of keeping float.
<b>Butterfly</b>	- A complete swimming stroke developed from breaststroke.
<b>Capsize</b>	- To overturn or sink a craft.
<b>Cardiac arrest</b>	- Cessation of heart beat.
<b>Cardiopulmonary Resuscitation (CPR)</b>	- Combines rescue breathing and chest compressions.
<b>Chest compressions</b>	- Compression of the sternum to provide circulation to sustain life
<b>Chin lift</b>	- The technique of supporting the jaw to prevent the tongue from Blocking the airway.
<b>Compact jump</b>	- A feet-first entry into deep water from a height of more than one meter.
<b>Competency test</b>	- Test which requires demonstration of current skill level.
<b>CPR</b>	- Cardiopulmonary resuscitation.
<b>Cross chest tow</b>	- A contact tow used to retrieve an unconscious person in rough conditions.
<b>Current</b>	- Portion of a body of water moving in a certain direction.

<b>Danger</b>	- Signal word used to indicate an imminently hazardous situation which, if not avoided, will result in death or serious injury.
<b>Deep</b>	- Extending far below surface of water and beyond where a person can stand
<b>Defensive position</b>	- Position which allows a rescuer to take back away quickly.
<b>Defibrillation</b>	- The use of an electric shock to stop ventricular fibrillation.
<b>Defibrillator</b>	- An electrical machine which is used to reverse electrical abnormalities in the heart.
<b>Double shoulder tow</b>	- contact tow, which permits high head elevation of an unconscious casualty.
<b>DOH</b>	- Department of Health
<b>Drowning</b>	- The process of experiencing respiratory impairment from submersion/immersion from liquid.
<b>EAR</b>	- Expired Air Resuscitation
<b>Eddy</b>	- Whirlpool in the water created by a current.
<b>Eggbeater kick</b>	- Powerful trending water technique useful in rescues.
<b>Emergency care</b>	- The aid given to the injured or suddenly ill by the first person on the scene.
<b>Expiration</b>	- Breathing out.
<b>Extended arm rollover</b>	- Method of turning over a face-down person, with a suspected spinal injury, in water shallower than waist depth.
<b>First aid</b>	- Initial of emergency help given to a casualty.
<b>Freestyle</b>	- A fast swimming stroke used in competition, survival, rescue and recreation.
<b>Hazard</b>	- Potential source of harm
<b>Head tow</b>	- A contact tow using a firm grip on the head used to retrieve an unconscious person.
<b>Heat stroke</b>	- A severe, life threatening form of heat illness.
<b>Heart attack</b>	- Damage to the heart muscle due to interruption of its blood supply.
<b>HELP</b>	- Heat Escape Lessening Posture.
<b>Horizontal</b>	- Parallel to the surface of the water.
<b>Huddle technique</b>	- Small group survival technique using the same principals as the HELP technique.
<b>Hydrodynamic lift</b>	- The force created by the unequal velocity of fluid flowing past each side of a body which is non-symmetrical to the flow.
<b>Hyperthermia</b>	- Condition on the body when the core temperature rises above 39degrees Celsius.
<b>Hyperventilation</b>	- Excessive oxygenation of the blood resulting a rapid decrease in carbon dioxide.
<b>Hypothermia</b>	- Occurs when exposure to cold air or cold water causes the body's core temperature to fall below 35 degrees Celsius.
<b>ILCOR</b>	- International Liaison Committee on Resuscitation
<b>ILS</b>	- International Life Saving Federation
<b>Immerse</b>	- To place under water.
<b>Initiative test</b>	- Assessment of a simulated rescue situation.
<b>IRB</b>	- Inflatable Rescue Boat
<b>Inspiration</b>	- Breathing in.

<b>Landing</b>	- Any method used to remove a casualty from the water.
<b>Lifeguard</b>	- Lifesaver, whether voluntary or paid, who has professional Responsibility for the safety of others.
<b>Lifesaving</b>	- Saving of life through prevention of accident, personal Survival and rescue of others.
<b>Longitudinal</b>	- Along the surface of the water.
<b>NTC</b>	- National Telecommunication Commission
<b>Near drowning</b>	- Survival or a casualty after immersion accident.
<b>Oxygen</b>	- Gas essential for life and which makes up to 21 per cent of atmospheric air.
<b>PFD</b>	- Personal flotation device.
<b>Piggyback carry</b>	- A landing technique where casualty is placed on the rescuer's back.
<b>Propulsion</b>	- Any force which drives the body through the water.
<b>Pulmonary</b>	- Pertaining to or connected to the lungs.
<b>Reach rescue</b>	- A safe method of rescue where the rescuer reaches with an aid to assist the person in difficulty.
<b>Recovery position</b>	- Position in which an unconscious casualty is placed to allow observation of breathing and prevent obstruction the airway.
<b>Rescue breathing</b>	- Blowing air into a casualty's mouth or nose to maintain life when breathing has stopped.
<b>Respiration</b>	- The process of using oxygen to obtain energy in cells.
<b>Respiratory failure</b>	- A person's breathing becomes inadequate or stops completely.
<b>Resuscitation</b>	- The preservation or restoration of life by the establishment and/or maintenance of airway, breathing and circulation, and related emergency care.
<b>Rip</b>	- Fast-flowing body of water moving out to sea.
<b>Risk</b>	- Combination of the probability of occurrence of harm and the severity of that harm
<b>RNLI</b>	- Royal National Lifeboat Institution of UK
<b>Row rescue</b>	- A method of rescue where the rescuer uses water craft to get closer to a person in difficulty.
<b>Sculling</b>	- Movements of the hands, in a curved pattern, through the water to create a propulsive force.
<b>Shoulder carry</b>	- A landing technique where the casualty is placed over the rescuer's shoulder.
<b>Sidestroke</b>	- A swimming stroke used in survival, rescue, competition and recreation.
<b>Skill</b>	- An ability, usually learned and acquired through training, to perform actions which achieve a desired outcome.
<b>Small Craft</b>	- Ranged of non- motorized water craft designed for personal use.
<b>Snag</b>	- An obstacle (e.g. a tree or rock) on the bottom of a waterway forming an impediment or danger to navigation.
<b>Snorkel</b>	- Tube designed to allow a swimmer to breathe while face down in the water.
<b>Spinal cord injury</b>	- Damage to the bundle of nerves which extends from the brain to the lower back.

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

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- **THE TECHNICAL EXPERT PANEL (TEP)**

**Jose Arne A. Navarra**  
**Technical Expert**  
Philippine Life Saving Society

**Larry Joie S. Alag**  
**Technical Expert**  
Philippine Life Saving Society

**Edcel F. Gaitan**  
**Technical Expert**  
Philippine Life Saving  
Visayas

**Stephen D. Solidarios**  
**Technical Expert**  
Philippine Life Saving  
Visayas

- **THE PARTICIPANTS IN THE NATIONAL VALIDATION OF THIS TRAINING REGULATION:**

**Policarpio M. Calibo**  
PLS Life Saving Center  
Laguna

**Charlyn V. Deguit**  
AUP-PLS Life Saving Center  
Cavite

**Rommel N. Lumauag**  
PLS Life Saving Center  
Laguna

**Jonathan B. Espiritu**  
AUP-PLS Life Saving Center  
Cavite

**Geronimo T. Luna Jr.**  
PLS Life Saving Center  
Laguna

**Marianne Rezza L. Rodriguez**  
AUP-PLS Life Saving Center  
Cavite

**Crispin M. Mariano**  
PLS Life Saving Center  
Laguna

**Nimrod S. Salazar**  
AUP-PLS Life Saving Center  
Cavite

**Rommel B. Solita**  
Philippines Swimming Inc.

**Joey Mendoza**  
Lifeguard  
SOFITEL Philippine Plaza  
Manila

**Larsey Guieb**  
Training Manager  
SOFITEL Philippine Plaza  
Manila

**Members of the TESDA Board**

**The MANAGEMENT and STAFF of the TESDA Secretariat**

**TESDA EXCOM**

**TESDA - Qualifications and Standards Office (QSO)**