

Niveau 5 : Assistant Manager en gestion en sécurité aquatique

| | | Knowledge | Skills | Competence |
|---------------|---|--|--|---|
| Level 5 means | | In the context of EQF, knowledge is described as theoretical and/or factual. comprehensive, specialised, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge | In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments). a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems | In the context of EQF, competence is described in terms of responsibility and autonomy. • exercise management and supervision in contexts of work or study activities where there is unpredictable change • review and develop performance of self and others |
| Stream | Topic | Knowledge | Skills | Competence |
| Management | Theory of Management | Knowledge of: Planning and Control Methods of Analysing Basic Planning knowledge Basic organisational knowledge | Be able to: Explain the incident command system Use appropriate organisational policies and procedures Prepare a water safety plan Monitor the water safety team | Apply appropriate management theories on an every-day running of an organisation |
| | Systems of Economy | Knowledge of: Accounting systems Basic financial accounting Basic cost accounting | Be able to: Develop and interpret budgets Prepare basic information for accounting purposes | Use the appropriate accounting system to assure a well-run economy of the organisation to meet targets |
| | Business Contracts | Knowledge of: Rule and regulations Systems of administration | Be able to: Contribute to the development of appropriate rules and regulations | Manage the organisation within the scope of applicable rules and regulations, and ensure a well- functioning administration system is in place |
| | Health and Safety | Accident reporting and investigation Risk Assessment (including Hazard Identification and control) Planning for safety Inspection and auditing Maintenance Training and Education Public information and awareness Roles and responsibilities | | |
| | Health and Safety Legislation | Knowledge of relevant health and safety legislation and current guidance as well as its application in the environment/location for activity taking place | Support the setting up and managing of aquatic activities in compliance with the legislation and current guidance | Assist in managing the activity to ensure safety and health of all participants in accordance with the current legislation and guidance |
| | Legal Framework | Knowledge of how to develop and to evaluate the own organisation's NOP documentation | Support the setting up and managing of events in compliance with organisation's policies and procedures contained within the NOP | Assist in managing the event to ensure safety of all participants in accordance with the NOP |
| | Normal Operation Procedure (NOP) | Knowledge of how to develop and to evaluate own organisation's EAP documentation | Develop the response to an emergency in compliance with organisation's policies and procedures contained within the EAP | Assist in managing and responding to emergencies to minimise the risk to all involved in accordance with EAP |
| | Emergency Action Plan (EAP) | | | |
| | Natural Hazards (physical, biological, chemical, other technical) – Identification and Control | | | |
| | Weather and climate (including UV Radiation, cold and hot temperatures,) | Knowledge of the weather and climatic conditions and the risks posed, and knowledge of how to eliminate or to minimise risks to health | Use the correct equipment, resources and support services available in relation to the weather and climatic conditions and provide current guidance as required | Assist in managing the activity in relation to the current weather and climatic conditions and ongoing monitoring to ensure safety, taking action as required |
| | Kinds of water environments | Knowledge of water environments including topography, tides, waves and currents and how to determine the associated risks | Identify the water environments including topography and the implications on safety relevant to the activity | Assist in managing the activity in relation to the water environments including topography and water factors with ongoing monitoring, use of pro-active risk assessment, taking action as required |

| Stream | Topic | Knowledge | Skills | Competence |
|---|---|--|--|---|
| | Environmental pollution | Knowledge of typical pollutants specific to the environment and the implications on health and safety | Follow policies and procedures as specified in the NOP/EAP to ensure that the environment is free of pollutants and safe to use | Assist in monitoring and identifying potential pollutants, assessing risks and taking action to eliminate or to minimise risks |
| | Bacteria, stingers, animals appropriate environment/facility | Knowledge of relevant bacteria, stingers and animals and the potential implications on safety | Follow policies and procedures as specified in the NOP/EAP to ensure that the environment is safe to use in relation to harmful bacteria, stingers and animals | Assist in monitoring and identifying relevant bacteria, stingers, and animals, assessing risks and taking action to eliminate or to minimise risks |
| Human related Hazards – identification and control | | | | |
| | Activities of customers/users | Knowledge of customer service and related policies in relation to different types of events and activities and the impact on users/others behaviour | Follow policies and procedures as specified in the NOP/EAP to set up for activities, to ensure the safety of all involved | Assist in managing activities and behaviors of those involved |
| | Activities of rescue staff | Knowledge of required staffing levels and incident management in relation to the participants/activity/ environment | Follow policies and procedures as specified in the NOP/EAP to staff activities and respond to incidents, to ensure the safety of all involved | Assist in managing staff and behaviors of those involved, during activities and when responding to an incident and post-incident |
| | Misbehaviour | Knowledge of how behaviours change during aquatic activities and what constitutes misbehaviour | Follow policies and procedures as specified in the NOP/EAP to manage misbehaviour, to ensure the safety of all involved (maintain records as required) | Assist in supervising activities and dealing with any incidents of misbehaviour to ensure safety of all involved |
| | People with special needs/medical conditions | Knowledge of the support that can be provided for people with special needs/medical conditions | Follow policies and procedures as specified in the NOP/EAP to support people with special needs/medical conditions, to ensure the safety of all involved | Assist in supporting and supervising activities for people with special needs/medical conditions, to ensure safety of all involved |
| | Crowd control | Knowledge of the supervision required to effectively control crowds | Follow policies and procedures as specified in the NOP/EAP to control crowds and respond to incidents, to ensure the safety of all involved | Assist in supervising crowds and dealing with any incidents to ensure safety of all involved |
| | Unpredictable hazards | Knowledge of situations that could arise and pose a threat to the safety of all involved and how to take appropriate action | Follow policies and procedures as specified in the EAP to manage unpredictable hazards and respond to incidents, to ensure the safety of all involved | Assist in managing unpredictable hazards and dealing with any incidents to ensure safety of all involved |
| Health and Safety Management system | | | | |
| | Risk Assessment | Knowledge of appropriate procedures to carry out risk assessments and its documentation | Identify the hazards and evaluate the risks | Assist in selecting and implementing appropriate control measures |
| | Pro-active risk assessment | Knowledge of the need for pro-active risk assessments and use appropriate documentation and procedures to carry out pro-active risk assessments | Identify and evaluate the risks – using a risk factor table – likelihood versus severity | Assist in ongoing monitoring of risks, selecting and implementing appropriate control measures |
| | Moral courage (unpopular decisions) | Knowledge of the requirement to make unpopular decisions where circumstances require, to ensure risks are minimised and safety maintained | Identify circumstances that could result in increased risks and make appropriate decisions to minimise risks and maintain safety | Assist in making unpopular decisions to ensure safety of all involved |
| | Accident prevention | Knowledge of accident prevention | Identify circumstances that could increase the risk of an accident, implementing the NOP/EAP policies and procedures | Assist in ensuring safety checks are carried out, monitoring their effectiveness, and taking action when required to rectify any identified problems |
| | Pro-active Information for the public | Knowledge of how and when to inform the public regarding safety | Be able to communicate in the most appropriate way to effectively transfer safety information to others | Assist in informing the public, selecting an appropriate method of communication and ensuring key safety messages are understood and acted on. |
| | Plan and design for a safe environment (e.g. for events) | Knowledge of effective planning and designing a safe environment (e.g. for events) | Demonstrate how to plan and to design safe environments using appropriate methods | Assist in planning and designing safe environments |
| | New technologies | Knowledge of appropriate new technologies relevant for water safety | Be able to demonstrate the use of new technology relevant for water safety | Effectively use new technology relevant for water safety |
| | Education about water safety and accident prevention | Knowledge of educational methodology in water safety | Prepare and deliver a water safety education session | Effectively prepare and deliver water safety education sessions |
| Didactical Methods | | | | |
| Provides Effective Learning & Development Activities | | | | |
| | Ensures effective learning and development activities are delivered that meets the needs of learners using a range of methods | Knowledge of the need for learning and development programmes relating to Water Safety Skills, and activities, to be supervised to meet the different types of learner needs | Be able to identify effective learning and development activities with groups and individuals, adapting where necessary to meet their differing learning needs | Assist in facilitating/delivering and supervising learning and development activities used with groups and individuals to achieve their learning needs and objectives |
| | Engages learners in planning, managing and reviewing their own learning | Knowledge of the importance of engaging learners in planning, managing and reviewing their own learning | Be able to create opportunities and encourage learners to participate in planning, managing and reviewing their own learning | Assist in engaging learners in planning, managing and reviewing their own learning |

| Stream | Topic | Knowledge | Skills | Competence |
|--------|--|--|---|---|
| | Ensures compliance with legislative and organisational requirements in relation to learning and development and maintains records as required | Knowledge of the legislative and organisational requirements in relation to learning and development (own role/area of responsibility) | Be able to support the implementation of measures to ensure the safety and security of learners and compliance with legislation | Assist in ensuring the safety and security of learners and complying with legislation and maintain records as required |
| | Ongoing Competence Improvement in Learning and Development | | | |
| | Committed to ongoing competence improvement as a practitioner in Learning and Development | Knowledge of the importance of reflecting on own performance as a learning and development practitioner to improve skills | Evaluate where own skills, knowledge and practice need updating or further development and build competence | Analyse own effectiveness as a learning and development practitioner, and ongoing competence improvement |
| | Produce personal action plans to improve practice, using technology and resources as appropriate | Knowledge of technologies and resources to keep own knowledge, skills and competence up to date | Produce personal action plans to improve practice, using technology and resources as appropriate | Review and update personal action plans to improve practice |
| | Principles and Practices of Assessment (including quality assurance) | | | |
| | Understands the function of assessment in learning and development and how to plan assessment activities and communicate assessment requirements with learners | Knowledge of assessment procedures and responsibilities of the assessor in relation to planning learning and development assessment activities, and communicate requirements to learners | Follow the correct processes relevant to the assessment, and plan appropriate assessment methods in relation to the needs of the learners, adapting arrangements where necessary to meet individual needs | Assist in planning and conducting assessment activities in-line with regulations and requirements relevant to subject/occupational area and the needs of individual learners |
| | Use of peer and self-assessment to effectively promote learner involvement in the effective assessment of learning (and in its application) | Knowledge of how peer and self-assessment can be used effectively to promote learner involvement and instil personal responsibility in the effective assessment of learning | Be able to ensure that effective, valid, reliable and fair assessment decisions are made against specified criteria | Assist in ensuring that procedures for managing information, relating to the effective implementation and review of assessment activities, are followed |
| | Aware of the contribution that the use of technology can make to the assessment process | Understand how/when technology can be used in assessor led activities and in learner led (self-assessment) | Be able to use or recommend the use of technology appropriately as part of overall range of assessment methods | Selects appropriate technology and evaluates its effectiveness in supporting assessment activities |
| | Complaints and appeals in relation to assessment activities | Knowledge of the appropriate complaints and appeals procedures | Be able to follow policies and procedures to action disputes concerning assessment | Assist in dealing with complaints and appeals relating to assessment activities |
| | Understands the function of, and the processes used in internal quality assurance, including responsibilities of those involved | Knowledge of the functions and key concepts relating to internal quality assurance in learning and development | Be able to apply the principles of the internal quality assurance of assessment | Assist in ensuring regulations and requirements for implementing effective internal quality assurance in own area of practice are followed |
| | Understand how to plan the internal quality assurance of assessment processes | Knowledge of the preparations that need to be made for internal quality assurance, including: <ul style="list-style-type: none"> • information collection • communications • administrative arrangements • resources | Be able to explain standardisation requirements in relation to assessment | Assist in ensuring that the relevant procedures regarding disputes about the quality of assessment are followed |
| | Assess Occupational Competence | | | |
| | Assess occupational competence, maintaining legal and good practice methodology | Knowledge of how to plan and prepare for assessment of occupational competence, ensuring that equality, diversity, and where appropriate bilingualism are actively supported | Be able to plan and conduct assessment of occupational competence that is compliant with health and safety and data protection policies and legislation, based on the following methods: <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning | Assist in preparing and conducting occupational competence assessment activities that comply with organisational and regulatory requirements, and legal and good practice methodology |
| | Provides feedback following the assessment of occupational competence | Knowledge of how to give developmental feedback to learners and assist them reviewing occupational performance and planning further ongoing activity | Be able to review the evidence of learner achievement and provide feedback to the learner on their performance/outcomes and identify next actions | Assist in ensuring that records of the assessment of occupational competence, the outcomes and learner progress are maintained |
| | Identify the learning needs of organisations and individuals and prepare appropriate resources | | | |

| Stream | Topic | Knowledge | Skills | Competence |
|-----------------------|---|---|---|--|
| | Contribute to identifying the learning and development needs of the organisation and of individuals | Knowledge of the types of information/data that could assist in identifying the learning and development needs of the organisation and individuals | Be able to collect information/data that will aid the identification of the organisation's learning and development needs and that of individuals | Assist in the identification of the learning and development needs of the organisation and that of individuals |
| | Prepare resources and guidance for use in learning and development to assist learners | Knowledge of how to prepare resources and guidance for learning and development activities | Be able to consider what resources and guidance are required when preparing to deliver learning and development activities | Assist in preparing resources and guidance for learning and development activities in compliance with relevant legislation, organisational policies etc. |
| | Engage learners in the learning and development activities | | | |
| | Engage learners in the learning and development activities | Knowledge of how to engage learners in the development activities, including facilitating individual and group learning | Be able to engage learners and provide information and guidance on learning and development options to meet their needs | Assist in engaging the target audience in the learning and development activities and support ongoing individual progression |
| | Establish working relationships with learners to motivate learning and enable provision of feedback on their activities and experiences | Knowledge of the importance of fostering an effective working relationship with learners to review performance and enable their feedback on activities and experiences | Be able to demonstrate working relationships with learners to motivate learning and enable provision of feedback on their activities and experiences | Assist in developing working relationships with learners to motivate learning and enable provision of feedback on their learning and development activities and experiences |
| | Facilitate and supervise learning and development in groups | | | |
| | Manages group learning and development environments | Knowledge of how to manage group learning and development environments to ensure a positive atmosphere | Be able to consult with group members to adapt learning and development environments to improve group and individual learning outcomes | Assist in managing group learning and development environments |
| | Facilitates learning and development in groups, to comply with legal and organisational requirements and ensure risks are minimised to safeguard individuals | Knowledge of how learning and development in groups is facilitated and influenced by group dynamics, and how to minimise the risks associated with group learning activities to safeguard individuals | Be able to consider the characteristics of group dynamics and environments that facilitate learning and development, and identify and minimise the associated risks to safeguard individuals | Assist in influencing group dynamics and behavior to create a positive learning environment, to comply with legal and organisational requirements and control and minimise the associated risks to safeguard individuals |
| | Monitor individual learner progress within group learning and development activities, and assist learners to reflect on their learning and development | Knowledge of how to monitor individual learner progress within group learning and development activities, and meet group and individual learning objectives | Be able to adapt delivery based on feedback from learners in group and overcome any barriers to learning (in groups), and review individual contribution (and responses) to group learning activities | Assist in monitoring individual learner progress within group learning and development activities, overcome barriers and encourage individuals to actively participate/contribute |
| | Facilitate and supervise learning and development for Individuals | | | |
| | Facilitate one to one learning and development using appropriate methods to meet needs of individuals and the learning objectives | Knowledge of the principles and practices of one-to-one learning and development and how to facilitate it | Be able to review and assess methods for facilitating learning and development to meet the needs of individuals and the learning objectives | Assist in selecting/sourcing appropriate method /materials to assist individuals to meet their learning and development objectives |
| | Identify and minimize risks to safeguard learners participating in one to one learning and/or development | Knowledge of the potential risks and the measures to put in place to safeguard learners participating in one to one learning and development | Be able to assess risks and put in measures to safeguard learners participating in one to one learning and/or development | Assist in controlling risks and safeguarding learners participating in one to one learning and development |
| | Provide opportunities for practical application of new skills within learning and development activities | Knowledge of the benefits to individuals of applying new knowledge and skills in practical contexts | Be able to facilitate and encourage individuals to apply new knowledge and skills in practical contexts | Assist in developing opportunities for individuals to apply their new knowledge and learning in practical contexts |
| | Assist individual learners in reflecting on their learning and/or development and the relationship to performance | Knowledge of how to facilitate individual self-evaluation of the practical application of knowledge and skills (within learning and development) | Be able to review and evaluate individual achievement in one to one learning and development, providing feedback to assist ongoing improvement | Assist in supporting self-evaluation by learners , provide feedback and assist them to identify their future learning and development needs |
| | Engage with employers to facilitate workforce development | | | |
| | Engage with employers to facilitate workforce development | Knowledge of potential sources of support and resources that are available from stakeholders | Be able to identify the sources of support and resources that are available from stakeholders | Assist in identifying the sources of support and resources that are available (from stakeholders etc.) |
| | Provide information and advice for learners and employers | Knowledge of how information is accessed and advice provided from within the organisation for both employers and individual learners | Be able to identify and provide information and advice to meet needs of both employers and individual learners | Assist in providing information and advice to meet the needs of both employers and individual learner |
| Special Topics | The individual will focus on the knowledge skills and competences required for the special topics that they choose for the environment in which they operate | | | |

| Stream | Topic | Knowledge | Skills | Competence |
|--------|--|---|--|--|
| | Water safety history | Knowledge of the history leading to the current situation | Be able to deal with the common attitudes and actual situations | Understand and assess the development of the situation to influence the action for taking a required direction |
| | Environment | Basic knowledge about the environment and the variations in actual conditions | Be able to deal with variations in actual challenges and environmental conditions | Act and behave safely in the in the actual environment and conditions |
| | Psychological and Physiological reactions and self-rescue skills in the actual environment | Basic knowledge about and the influence of conditions on your body and mind. | Be able to perform a self rescue | Perform a self rescue |
| | Personal safety | Basic knowledge about personal possibilities and limitations related to variable conditions | Be able to take care of one's own safety | Take care of one's own safety. |
| | Leading a group | More advanced knowledge about the environment related to predicting the development of conditions and how the impact and influence of changed conditions varies between different persons | More advanced skills required to assess the actual environmental conditions related to different person's ability to take care of their own safety and perform a self-rescue, and rescue a companion | Assist in leading a group safely in the actual environment and conditions, taking account of the impact and influence of changing environmental conditions |
| | Lifesaving | Knowledge of how perform a rescue in the actual topics and environment | Be able to rescue a person in the actual topic and environment chosen | Conduct a rescue in the actual topic and environment |
| | Specialised first aid and treatment related to actual topic | Knowledge of the medical challenges that could be specially related to the actual topic | Be able to give appropriate first aid related to these situations | Give effective and appropriate first aid related to these situations |

| Stream | Topic | Knowledge | Skills | Competence |
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Niveau 6 : Baccalauréat en gestion en sécurité aquatique

| Stream | Topic | Knowledge | Skills | Competence |
|--------|---------------|---|---|--|
| | | In the context of EQF, knowledge is described as theoretical and/or factual. | In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments). | In the context of EQF, competence is described in terms of responsibility and autonomy. |
| | Level 6 means | advanced knowledge of a field of work or study, involving a critical understanding of theories and principles | advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study | using known knowledge in an innovated way to manage complex technical or professional aquatic activities or projects, taking responsibility for decision-making in unpredictable work or study contexts take responsibility for managing professional development of individuals and groups |

| Stream | Topic | Knowledge | Skills | Competence |
|--------------------------|---|--|---|---|
| Management | Theory of Management | Knowledge of: Decision making processes Resource management, Financial and Human Organisational concepts and culture | Be able to: Use appropriate information to make decisions Gather information to prepare financial and personnel plans Identify, explain and develop the organisation and culture Identify personal and organisational goals | Implement, execute and maintain organisational systems in accordance with existing cultural context and concepts |
| | Economy | Knowledge of: Advanced concepts of economy Financial accounting Cost accounting Marketing | Be able to: Analyse different accounting concepts Analyse different financial concepts Analyse different cost concepts Explain methods of managing marketing | Implement and manage an efficient economical system using advanced concepts of finance and marketing, and control the area of targets |
| | Control | Knowledge of: Systems of control of processes, information and resources Compliance with Legislation and Best Practice | Be able to: Explain methods of exercising control in the whole organisation | Establish an efficient and accountable Internal control system |
| Health and Safety | Consult appropriate Health and Safety Guidance relating to the relevant country (e.g UK HSE publication HSG65, or see Publication Reference List) for information concerning the following: | Accident reporting and investigation Risk Assessment (including Hazard Identification and control) Planning for safety Inspection and auditing Maintenance Training and Education Public information and awareness Roles and responsibilities | | |
| | Health and Safety Legislation | Knowledge of relevant health and safety legislation and guidance as well as its application in the environment/location for activity taking place | Be able to set up and manage aquatic activities in compliance with the legislation and guidance | Take responsibility for managing the activity to ensure safety and health of all participants in accordance with the legislation and guidance |
| | Legal Framework | Knowledge of how to develop and to evaluate the own organisation's NOP documentation | Be able to set up and manage events in compliance with organisation policies and procedures contained within the NOP | Take responsibility for managing the event to ensure safety of all participants in accordance with NOP |
| | Normal Operation Procedure (NOP) | Knowledge of how to develop and to evaluate own organization's EAP documentation | Be able to manage the response to an emergency in compliance with organisation policies and procedures contained within the EAP | Take responsibility for managing and responding to emergencies to minimise the risk to all involved in accordance with EAP |
| | Emergency Action Plan (EAP) | Natural Hazards (physical, biological, chemical, other technical) – Identification and Control | | |

| Stream | Topic | Knowledge | Skills | Competence |
|---|--|---|--|--|
| | Weather and climate (including UV Radiation, cold and hot temperatures,) | Knowledge of the weather and climatic conditions and the risks posed, and knowledge of how to eliminate or to minimise risks to health | Be able to use the correct equipment, resources and support services available in relation to the weather and climatic conditions and provide current guidance as required | Take responsibility for managing the activity in relation to the current weather and climatic conditions and ongoing monitoring to ensure safety, taking action as required |
| | Kinds of water environments | Knowledge of water environments including topography, tides, waves and currents and how to determine the associated risks | Be able to identify the water environments including topography and the implications on safety relevant to the activity | Take responsibility for managing the activity in relation to the water environments including topography and water factors with ongoing monitoring, use of pro-active risk assessment, taking action as required |
| | Environmental pollution | Knowledge of typical pollutants specific to the environment and the implications on health and safety | Be able to follow policies and procedures as specified in the NOP/EAP to ensure that the environment is free of pollutants and safe to use | Take responsibility for monitoring and identifying potential pollutants, assessing risks and taking action to eliminate or to minimise risks |
| | Bacteria, stingers, animals appropriate environment/facility | Knowledge of relevant bacteria, stingers and animals and the potential implications on safety | Be able to follow policies and procedures as specified in the NOP/EAP to ensure that the environment is safe to use in relation to harmful bacteria, stingers and animals | Take responsibility for monitoring and identifying relevant bacteria, stingers, and animals, assessing risks and taking action to eliminate or to minimise risks |
| Human related Hazards – identification and control | | | | |
| | Activities of customers/users | Knowledge of customer service and related policies in relation to different types of events and activities and the impact on users/others behaviour | Be able to follow policies and procedures as specified in the NOP/EAP to set up for activities, to ensure the safety of all involved | Take responsibility for managing activities and behaviors of those involved |
| | Activities of rescue staff | Knowledge of required staffing levels and incident management in relation to the participants/activity/ environment | Be able to follow policies and procedures as specified in the NOP/EAP to staff activities and respond to incidents, to ensure the safety of all involved | Take responsibility for managing staff and behaviors of those involved, during activities and when responding to an incident and post-incident |
| | Misbehaviour | Knowledge of how behaviours change during aquatic activities and what constitutes misbehaviour | Be able to follow policies and procedures as specified in the NOP/EAP to manage misbehaviour, to ensure the safety of all involved (maintain records as required) | Take responsibility for managing activities and dealing with any incidents of misbehaviour to ensure safety of all involved |
| | People with special needs/medical conditions | Knowledge of the support that can be provided for people with special needs/medical conditions | Be able to follow policies and procedures as specified in the NOP/EAP to support people with special needs/medical conditions, to ensure the safety of all involved | Take responsibility for supporting and supervising activities for people with special needs/medical conditions, to ensure safety of all involved |
| | Crowd control | Knowledge of the supervision required to effectively control crowds | Be able to follow policies and procedures as specified in the NOP/EAP to control crowds and respond to incidents, to ensure the safety of all involved | Take responsibility for supervising crowds and dealing with any incidents to ensure safety of all involved |
| | Unpredictable hazards | Knowledge of situations that could arise and pose a threat to the safety of all involved and how to take appropriate action | Be able to follow policies and procedures as specified in the EAP to manage unpredictable hazards and respond to incidents, to ensure the safety of all involved | Take responsibility for managing unpredictable hazards and dealing with any incidents to ensure safety of all involved |
| Health and Safety Management system | | | | |
| | Risk Assessment | Knowledge of appropriate procedures to carry out risk assessments and its documentation | Be able to identify the hazards and evaluate the risks | Take responsibility for selecting and implementing appropriate control measures |
| | Pro-active risk assessment | Knowledge of the need for pro-active risk assessments and use appropriate documentation and procedures to carry out pro-active risk assessments | Be able to identify and evaluate the risks – using a risk factor table – likelihood versus severity | Take responsibility for the ongoing monitoring of risks, selecting and implementing appropriate control measures |
| | Moral courage (unpopular decisions) | Knowledge of the requirement to make unpopular decisions where circumstances require, to ensure risks are minimised and safety maintained | Be able to identify circumstances that could result in increased risks and make appropriate decisions to minimise risks and maintain safety | Take responsibility for making unpopular decisions to ensure safety of all involved |
| | Accident prevention | Knowledge of accident prevention | Be able to identify circumstances that could increase the risk of an accident, implementing the NOP/EAP policies and procedures | Take responsibility for ensuring safety checks are carried out, monitoring their effectiveness, and taking action when required to rectify any identified problems |
| | Pro-active Information for the public | Knowledge of how and when to inform the public regarding safety | Be able to communicate in the most appropriate way to effectively transfer safety information to others | Take responsibility for informing the public, selecting an appropriate method of communication and ensuring key safety messages are understood and acted on. |
| | Plan and design for a safe environment (e.g. for events) | Knowledge of effective planning and designing a safe environment (e.g. for events) | Be able to demonstrate how to plan and to design safe environments using appropriate methods | Take responsibility for planning and designing safe environments |
| | New technologies | Knowledge of appropriate new technologies relevant for water safety | Be able to demonstrate the use of new technology relevant for water safety | Take responsibility for effectively using new technology relevant for water safety |
| | Education about water safety and accident prevention | Knowledge of educational methodology in water safety | Be able to prepare and deliver a water safety education session | Take responsibility for effectively preparing and delivering water safety education sessions |

Didactical Methods
Provides Effective Learning & Development Activities

| Stream | Topic | Knowledge | Skills | Competence |
|--------|---|---|---|---|
| | Ensures effective learning and development activities are delivered to the benefit of the organisation and learners | Knowledge of the principles, purpose of learning and development in writing objectives in relation to Water Safety skills | Be able to identify and evaluate the effectiveness of learning and development activities, and identify/write appropriate objectives for use with groups and individuals to address organisational needs | Take responsibility for managing the provision of learning and development to achieve organisational objectives, and evaluating these when used with groups and individuals |
| | Take responsibility for managing the provision of learning and development to achieve organisational objectives, and evaluating these when used with groups and individuals | Knowledge of the learning and development cycle and the how to adapt different phases to meet the learning and development needs of the learners | Be able to use the learning and development cycle and adapt activities to provide activities/support that deliver measurable improvement of the learners | Evaluate the role and importance of managing each phase of the learning and development cycle to meet the needs and preferences of the learners |
| | Ongoing Competence Improvement in Learning and Development | | | |
| | Committed to ongoing competence improvement as a Manager in Learning and Development to ensure overall improvement of learning and development practice | Knowledge of importance of reflecting on own, and others performance as a learning and development practitioner to improve own and others learning and development practice | Be able to evaluate where own and others skills, knowledge and practice need updating, or further development to address priority actions in accordance with current requirements | Take responsibility for ongoing competence improvement of self and others (staff) in Learning and Development, prioritising areas for development and providing access to appropriate learning interventions |
| | Principles and Practices of Assessment (including quality assurance) | | | |
| | Planning and Implementation of effective assessment activities | Knowledge of how to plan different types of assessment method and summarise key factors | Be able to evaluate the benefits of using a holistic approach to assessment, comparing the strengths and limitations of a range of assessment methods | Take responsibility for managing, planning and implementing assessment activities |
| | Quality Assurance of assessment activities including management of complaints and appeals | Knowledge of the processes used to quality assure assessment activities and the complaints and appeals procedures | Be able to evaluate the effectiveness of quality assurance in the assessment and standardisation practices, and follow policies and procedures to action complaints | Take responsibility for implementing quality assurance procedures and investigating complaints and appeals |
| | Plans the internal quality assurance of assessment and ensures compliance with legal and good practice requirements that use appropriate criteria when judging quality | Knowledge of what planning is required to implement effective internal quality assurance of assessment that is compliant with legal and good practice requirements, and use appropriate criteria when judging quality | Be able to evaluate the importance of planning and preparing internal quality assurance activities that are compliant with legal and good practice requirements, including those for health, safety and welfare and evaluating the different ways that technology can contribute to the assessment | Take responsibility for planning and preparing internal quality assurance activities, including information management, data protection and confidentiality, ensuring the use of appropriate criteria to judge quality, and the use of technology to assist with the assessment |
| | Provides effective feedback to assessors and others on outcome of the quality assurance of assessment activities and improvement options to ensure that the legal and good practice requirements for internal quality are met | Knowledge of the types of feedback, support and advice that assessors may need to maintain and improve the quality of assessment, and the relevant legal issues, policies and procedures to ensure the quality assurance of assessment including those for health, safety and welfare | Be able to explain the value of reflective practice and continuing professional development in relation to internal quality assurance including the requirements for equality and diversity, and where appropriate, bilingualism | Take responsibility for providing feedback to assessors and others on outcome of the quality assurance of assessment activities and improvement options, ensuring that the legal and good practice requirements are met |
| | Plan, implement and monitor the internal quality assurance of assessment and maintain records | Knowledge of how internal monitoring activities assure quality of assessment activities, including how quality assurance is recorded | Be able to apply the principles of the internal quality assurance of assessment | Assist in ensuring regulations and requirements for implementing effective internal quality assurance in own area of practice are followed |
| | Understand how to plan the internal quality assurance of assessment processes | Knowledge of the preparations that need to be made for internal quality assurance, including: <ul style="list-style-type: none"> • information collection • communications • administrative arrangements • resources | Be able to evaluate the planning, preparation and implementation of assessment activities to determine if they are safe, fair, valid and reliable | Take responsibility for managing internal quality assurance procedures to meet legal and organizational requirements |
| | Assess Occupational Competence | | | |
| | Manage the Assessment of Vocational Competence by ensuring the resources and conditions for the assessment are available (must have the appropriate knowledge, skills and competence of the subject area to assess the vocational competence of others, and the management competence to manage assessors in their conduct of the assessment process) | Knows how to prepare assessments of vocational skills, knowledge and understanding, and is able to communicate the planned assessment activity and its criteria to learners and establish their needs | Be able to plan and conduct assessment of occupational competence that is compliant with health and safety and data protection policies and legislation, based on the following methods: <ul style="list-style-type: none"> • observation of performance in the work environment • examining products of work • questioning the learner • discussing with the learner • use of others (witness testimony) • looking at learner statements • recognising prior learning | Take responsibility for managing vocational assessment activities in compliance with organizational and regulatory requirements |

| Stream | Topic | Knowledge | Skills | Competence |
|--------|---|--|--|--|
| | Maintains legal and good practice requirements when assessing vocational competence including making reasonable adjustments of assessment methods for learners with special requirements | Knowledge of the procedures that ensure equality and diversity (including reasonable adjustments) and, where appropriate, bilingualism are actively supported | Be able to follow policies, procedures and legislation relating to the assessment of vocational competence, including those for health, safety, welfare and data protection | Take responsibility for maintaining legal and good practice methodology in vocational assessment activities, including maintaining records of learning outcomes and learner progress |
| | Identify the learning needs of organisations and individuals and prepare appropriate resources | | | |
| | Identify the learning needs of organisations and produce organisational learning and development plans in agreement with stakeholders | Knowledge of how to analyse the learning needs for organisations, and develop and organisational learning and development plan | Be able to effectively analyse the organisation's learning needs and produce a learning and development plan to meet those needs | Take responsibility for analyzing the learning needs of the organization and produce an appropriate learning and development plan |
| | Identify individual learning and development needs, create learning and development plans with them to meet identified needs | Knowledge of the principles and practices of learning needs analysis for individuals, and how to create learning and development plans to meet their needs | Be able to conduct learning needs analysis for individuals, and implement activities to meet their needs, taking account of their priorities, preferences, styles and performance | Take responsibility for analysing the learning needs of individuals, creating learning and development plans to meet their identified needs, and implementing appropriate activities |
| | Develop resources for learning and development, and guidance for those using them, ensuring compliance with legislative and organisational requirements | Knowledge of how to develop resources for learning and development activities and guidance for those using them that are compliant with legislative and organisational requirements | Be able to review/evaluate the preparation of learning and development resources and guidance for using them to ensure legislative and organisational requirements are met | Take responsibility for developing and preparing resources for learning and development, and guidance for using them which is fit for purpose in relation to health, safety, welfare and equality and complies with relevant legislation and organisational policies |
| | Identify how appropriate technology within resources would help to meet learning and development needs | Knowledge of how technology within, or additional to current resources, helps to meet learning and development needs | Be able to identify and evaluate the contribution of technology to the development of learning and development resources | Takes responsibility for identifying and evaluating the suitability of resources for learning and development |
| | Engage learners in the learning and development activities | | | |
| | Establish effective working and mentoring relationships that engage and motivate learners and enable provision of constructive feedback | Knowledge of the importance of fostering an effective working relationship with learners to review performance and enable their feedback on activities and experiences | Be able to demonstrate how to establish working and mentoring relationships with learners to motivate learning and enable provision of constructive feedback | Take responsibility for establishing effective working and mentoring relationships that engage and motivate learners and enable the provision of feedback |
| | Develop or provide processes that enable learners to evaluate individual performance during and following participation and give feedback on their experiences | Knowledge of how individual performance during and following participation in learning and development activities is monitored, and the importance of encouraging those involved to provide feedback | Be able to analyse learners progress and achievement and provide constructive feedback appropriately, by establishing systems that enable those involved to give feedback on learning and development activities | Take responsibility for providing learners with constructive feedback on their learning and development, and enable them to give feedback on their learning activities and experiences |
| | Evaluate and improve learning and development provision | | | |
| | Use performance indicators against planned interventions as part of the evaluation of learning and development activities to determine their effectiveness and assess the extent to which organisational requirements have been met | Knowledge of the methods of evaluating learning and development and the evidence required, including analysing own contribution and that of colleagues (outlining strengths and weaknesses of information obtained and reviewed) | Be able to effectively evaluate learning and development activities in against organisational requirements to establish effectiveness and inform future action plans | Take responsibility for managing the evaluation of learning and development activities to determine their effectiveness against organisational requirements to inform future activity and stakeholders |
| | Facilitate and manage learning and development in groups | | | |
| | Manage learning and development in groups, ensuring new knowledge and skills are applied practically | Knowledge of how learning and development in groups is managed, and is influenced by group dynamics | Be able to evaluate methods for managing learning and development to meet the needs of groups | Take responsibility for facilitating learning and providing opportunities for individuals to apply new knowledge and skills practically by managing group behaviour and dynamics |
| | Assist individual learners in reflecting on their learning and/or development and the relationship to performance | Knowledge of how to review individual responses to one to one learning and/or development | Be able to review and evaluate individual responses to one to one learning and/or development | Take responsibility for developing opportunities for individuals to apply their new knowledge and learning in practical contexts |
| | Facilitate and manage learning and development for Individuals | | | |
| | Identify and minimise risks measures to safeguard learners participating in one to one learning and/or development | Knowledge of the potential risks and the measures required to safeguard learners participating in one to one learning and/or development | Be able to analyse risks and put in measures to safeguard learners participating in one to one learning and/or development | Take responsibility for managing risks to safeguard learners participating in one to one learning and/or development |

| Stream | Topic | Knowledge | Skills | Competence |
|-----------------------|---|--|--|---|
| | Assist individual learners in reflecting on their learning and/or development and the relationship to performance | Knowledge of how to review individual responses to one to one learning and/or development | Be able to review and evaluate individual responses to one to one learning and/or development | Take responsibility for developing opportunities for individuals to apply their new knowledge and learning in practical contexts |
| | Engage with employers to facilitate workforce development | | | |
| | Creates and exploits opportunities when designing learning and development solutions to meet employers agreed needs for workforce development | Knowledge of the range of opportunities available for workforce development and how to engage with employers to promote this to gain their buy-in | Be able to analyse what motivates employees to undertake learning and development in the workplace to seek and exploit funding opportunities for work force development | Take responsibility for communicating with stakeholders/employers to generate their interest in and gain their commitment to invest in opportunities for workforce development |
| | Engage with employers to source and obtain support for the provision of learning activities for the benefit of learners | Knowledge of why employers might need support to provide learning activities for learners, where this may be obtained, and how to prepare for first contact with employers to discuss learning provision | Be able to evaluate employers' level of interest in providing learning opportunities for their staff and establish clear communication channels to facilitate the provision of feedback between employers and learners on the progress and effectiveness | Take responsibility for providing employers with clear information, advice and assistance to deliver learning opportunities for learners |
| | Provide information and advice for learners and employers | Knowledge of how information is accessed and advice provided from within and outside the organisation for employers and individual learners | Be able to analyse and evaluate sources of information and advice available to meet the needs of both employers and individual learners | Take responsibility for providing information and advice to meet the needs of both employers and individual learners, and managing the impact of providing incorrect or misleading information and advice |
| Special Topics | | | | |
| | The individual will focus on the knowledge skills and competences required for the special topics that they choose for the environment in which they operate | | | |
| | General | | | |
| | Organisation | Knowledge of how to organize activities safely within the chosen field of study | Be able to assess the safety of an ongoing activity | Take responsibility for managing any action needed for keeping an activity at a safe level |
| | The Interplay between meteorology oceanography and hydrology | Basic knowledge about the development of different weather conditions and associated environmental conditions | Be able to recognize the development of the weather and its impact on the environment | Take responsibility for managing any action to avoid dangerous situations based on knowing the impact of the development of different weather conditions being able to avoid dangerous situations. |
| | Dealing with extreme unforeseen situations | Knowledge of how to get an overview of the extreme situation for the whole group | Be able to deal effectively with the situation and re-establish safe conditions for the group | Take responsibility for managing the response to an emergency taking into account the specialised nature of the situation. |
| | Rescue / operational | | | |
| | Rescue | More advanced knowledge about extreme conditions and how these conditions impact on a person's body and mind, and can very often create new and additional challenges. | Be able to perform a rescue in more extreme conditions | Take responsibility for managing and leading a rescue team to carry through a rescue operation |
| | Psychology related to stress, disasters, accident - Rescuers and Victims | Knowledge of common reactions when getting into a critical situations | Be able to: stay within your own capacity and control individual and group reactions recognise the most common reactions in victims | Take responsibility for managing a rescue in a way that makes it possible for the rescuer to stay in control and deal with the victims reactions. |
| | Equipment | Knowledge of the kind of equipment needed for doing a rescue in extreme conditions and the routines for using it | Be able to use the necessary rescue-equipment safely in accordance with the appropriate routines | Take responsibility for assessing the conditions, knowing the limitation of certain equipment in a range of conditions, and then adapting the use of the appropriate equipment |
| | Preventive Surveillance / surveillance for early rescue | Specialised knowledge of signs of possible dangerous situations | Be able to assess and take the most appropriate action before dangerous situations develop | Take responsibility for managing a situation to minimise the development of danger for those involved. |
| | Co-ordinated SAR | Knowledge about co-operating rescue organisations and common SAR routines | Be able to effectively fulfil their own specific task in a coordinated SAR operation | Take responsibility for adapting and managing their own specific routine for effective SAR in co-operation with other organisations |
| | Specialised First Aid | | | |
| | Specialised first aid and treatment related to actual topic | Knowledge of the medical challenges that could be specially related to the actual topic | Be able to give appropriate first aid related to these situations | Take responsibility for giving appropriate first aid related to these situations |
| | First Aid Equipment | Knowledge of the type of first aid equipment that is needed for dealing with these special challenges | Be able to maintain and use this special equipment | Take responsibility for effectively following the maintenance routines of this special equipment |
| | Media | | | |

| Stream | Topic | Knowledge | Skills | Competence |
|--------|--|---|--|---|
| | Accidents/Incidents | Knowledge of the procedures and rules for communication with media | Be able to: protect the persons involved from aggressive journalism intrusion. give media the right amount of correct information, at the right time get relevant information from the media about the situation (if they have anything relevant) | Take responsibility for managing constructive communications with media to assist in making a rescue more effective and easier. |
| | Informing | Knowledge of how to use media effectively for informing the public | Be able to make the necessary information available for the media | Take responsibility for managing effective communications with media to get the right message out to the public |
| | Teaching | Knowledge of how to use information from media for teaching students | Be able to assess the information to find what is relevant and correct. | Take responsibility for using information from media in their own teaching process. |
| | Learning | Knowledge of how make media available for the students in their own learning process | Be able to make media available for the students in their own learning | Take responsibility for evaluating the students' effective use of media in their own learning process |
| | Research | | | |
| | Develop and improve the topics of rescue-teaching- and learning | Basic knowledge of development methods | Be able to question established knowledge and practices and how to approach for getting new knowledge and practices | Take responsibility for studying subjects related to rescue- teaching- and learning and the associated variables to create new knowledge and new practices |
| | Dissertation | Knowledge of the basics in the methodology and structure for a scientific work in lifesaving | Be able to make a scientific work following the structure | Take responsibility for undertaking a brief assessment of a scientific work |
| | Pedagogy | | | |
| | Water Safety / Lifesaving | Appropriate Knowledge of Water Safety / Lifesaving | Be able to organise and conduct education in Water Safety / Lifesaving | Take responsibility for managing the provision of education in Water Safety / Lifesaving |
| | Psychology related to teaching and learning in challenging environmental situations | Knowledge of the variations in personality and how different persons behave and learn in different ways in various situations | Be able to apply this in practise and related to both creating good learning conditions and taking care of the safety | Take responsibility for creating safe and good learning situations for each individual |
| | Personal experienced learning about own reactions and capacity related to environmental challenges | Knowledge of the meaning of and seeing the importance of confluent pedagogy | Be able to apply this in practise and related to both creating good learning conditions and taking care of the safety | Take responsibility for creating safe and good learning situations that makes it possible for each individual experience how the environmental conditions influence on body and mind. |
| | Realistic understanding of environmental challenges | Know the meaning and see the importance of contextual learning | Be able to apply this in practise and related to both creating good learning conditions and taking care of the safety | Take responsibility for making use of the actual conditions when they occur and adapt their teaching to the actual situations. |

| Stream | Topic | Knowledge | Skills | Competence |
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Niveau 7 Maîtrise en gestion en sécurité aquatique

| Stream | Topic | Knowledge | Skills | Competence |
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In the context of EQF, knowledge is described as theoretical and/or factual.

In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

In the context of EQF, competence is described in terms of responsibility and autonomy.

Level 7 means

• highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research
 • critical awareness of knowledge issues in a field and at the interface between different fields

specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields

• manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches
 • take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

| Stream | Topic | Knowledge | Skills | Competence |
|--------|-------|-----------|--------|------------|
|--------|-------|-----------|--------|------------|

| Stream | Topic | Knowledge | Skills | Competence |
|------------|--|--|---|--|
| Management | Theory and practice of Leadership | Knowledge of: • Organisational concepts • Management of groups and teams | Be able to: • Analyse the effectiveness of the management of groups and teams | Evaluate and develop the organisational systems in accordance with existing cultural context and concepts |
| | Economy | Knowledge of: • Fundraising and marketing concepts • Financial accounting policies • Cost accounting policies • Financial accounting policies • Cost accounting policies • Marketing policies • Appropriate engagement with the media | Be able to: • Develop a fundraising plan • Analyse policy regarding balance and profit and loss • Analyse cost accounting in the organisation • Analyse cost accounting and marketing • Develop appropriate contacts and co-operation with the media | Evaluate and develop an efficient economical system using advanced concepts of finance, marketing and appropriate media engagement |
| | Control | Knowledge of: • Concepts of control | Be able to: • Control work run in an organisation • Analyse the effectiveness of control procedures in the organisation • Control engagement with the media | Evaluate and develop an efficient and accountable Internal control system |

| Stream | Topic | Knowledge | Skills | Competence |
|--------|-------|-----------|--------|------------|
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| Stream | Topic | Knowledge | Skills | Competence |
|-------------------|--|--|--|--|
| Health and Safety | Consult appropriate Health and Safety Guidance relating to the relevant country (e.g UK HSE publication HSG65, or see Publication Reference List) for information concerning the following: | Accident reporting and investigation Risk Assessment (including Hazard Identification and control) Planning for safety Inspection and auditing Maintenance Training and Education Public information and awareness Roles and responsibilities | | |
| | Health and Safety Legislation | | | |
| | Legal Framework | Specialised knowledge of relevant health and safety legislation and current guidance | Evaluate the effectiveness of health and safety management for the aquatic environment in compliance with the legislation and current guidance | Take responsibility for strategic development of the management practice for health and safety in water related activities in accordance with the legislation and current guidance |

| Stream | Topic | Knowledge | Skills | Competence |
|--------|---|---|--|--|
| | Natural Hazards (physical, biological, chemical, other technical) – Identification and Control | | | |
| | Hazard Identification and Control | Specialised knowledge of relevant natural hazards | Evaluate the effectiveness of methods for the identification of natural hazards, and the control of their impact | Take responsibility for the strategic Improvement of the professional knowledge of the identification of natural hazards and the control of their impact |

| Stream | Topic | Knowledge | Skills | Competence |
|--------|---|--|---|---|
| | Human related Hazards – identification and control | | | |
| | Human hazard identification | Specialised knowledge of relevant human related hazards | Evaluate the effectiveness of methods for the identification of human related hazards, and the control of their impact | Take responsibility for the strategic Improvement of the professional knowledge the identification of human hazards and the control of their impact |
| | Health and Safety Management system | | | |
| | Health and Safety Management | Specialised knowledge of relevant Health and Safety Management systems | Evaluate the effectiveness of relevant Health and Safety Management systems | Take responsibility for the strategic Improvement of Health and Safety Management systems |
| | Risk Assessment | Specialised knowledge of appropriate Risk Assessment procedures | Evaluate the effectiveness of Accident Prevention methods | Take responsibility for the strategic improvement of Risk Assessment procedures |
| | Accident prevention | Specialised knowledge of accident prevention methods | Evaluate the effectiveness of Accident Prevention methods | Take responsibility for the strategic improvement of accident prevention methods |
| | Plan and design for a safe environment (e.g. for events) | Specialised knowledge of methods of planning and designing safe environment for water activities (e.g. for events) | Evaluate the effectiveness of planning and designing safe environments for water activities | Take responsibility for the strategic improvement of methods of planning and designing for water activities |
| | New technologies | Specialised knowledge of appropriate new technologies to improve health and safety for water safety | Evaluate the effectiveness of technologies to improve health and safety for water activities | Take responsibility for the strategic improvement of technologies relating to the health and safety of water activities |
| | Education about water safety and accident prevention | Specialised knowledge of appropriate education about water safety and accident prevention | Evaluate the effectiveness of appropriate education about water safety and accident prevention | Take responsibility for the strategic improvement of education about water safety and accident prevention |
| | Didactical Methods | | | |
| | Manage learning and development provision to ensure competence in water safety is maintained | | | |
| | Initiate systems to identify the learning needs of the organisation | Knowledge of the use of systems to identify the learning needs of the organisation | Coordinate systems and resources to identify the learning needs of the organisation | Analyse and report on the learning needs of the organisation |
| | Facilitate the production and implementation of the learning and development plan | Know how to produce and implement a learning and development plan that ensures organisational needs are met | Direct the production and implementation of the learning and development plan | Analyse and report on the effectiveness of the learning and development plan, and its implementation |
| | Quality assure learning and development provision | Know how to lead on the review and evaluation of learning and development provision and resultant outcomes | Ensures there is assessment of competence in the organization and this is quality assured to determine the validity of outcomes | Take responsibility for quality assuring learning and development provision Leads review of quality assurance of assessment activities |
| | Ensures the legislative requirements relating to learning and development within an organisation are met | Know the legislative requirements in relation to learning and development within organizational context | Monitors compliance with legislative requirements relating to learning and development within an organization | Takes responsibility for meeting legislative requirements relating to learning and development within an organisation |
| | Pedagogy | | | |
| | Methods and practice of teaching | <ul style="list-style-type: none"> Highly specialized knowledge of pedagogical methods as the basis of original research Critical awareness of pedagogical knowledge | Be able to provide specialised pedagogical analysis regarding the research area | Takes responsibility for new pedagogical strategic approach |
| | Facilitates curriculum development to ensure learning and development activities are current and reliable | Know how to lead on the curriculum development to maintain effectiveness of learning and development activities | Directs curriculum development activities to ensure learning and development is current and reliable | Takes responsibility for curriculum development |
| | Sponsors the design and evaluation of new learning and development provision | Know how to lead on the design and evaluation of new learning and development provision | Monitors the design and evaluation of new learning and development provision | Takes responsibility for the design and evaluation of new learning and development provision |
| | Promotes the use of technology and coaching and mentoring support to foster individual development | Knowledge of the use of technology, coaching and mentoring support to foster individual development | Coordinates the use of technology and coaching and mentoring support to foster individual development | Analyse and report on the effectiveness of the use of technology and coaching and mentoring support |
| | Research | | | |
| | The effectiveness of water safety education provision for organizations and the public | Know how to determine the effectiveness of water safety education provision | Monitors the effectiveness of water safety education provision | Analyse and report on the effectiveness of water safety education provision |
| | The value of self-directed and e-learning in water safety education | Know how to determine the effectiveness of self-directed and e-learning | Monitors the effectiveness of self-directed and e-learning (including infrastructure and support materials) | Analyse and report on the effectiveness of self-directed and e-learning in water safety education |
| | The role of leadership in promoting and facilitating water safety education to achieve an objective | Specialised knowledge of leadership in relation to promoting and facilitating water safety education | Monitors the effectiveness of leadership in promoting and facilitating water safety education | Analyse and report on the effectiveness of leadership in promoting and facilitating water safety education |
| | Special Topics | | | |

| Stream | Topic | Knowledge | Skills | Competence |
|--------|---|--|---|--|
| | The individual will focus on the knowledge skills and competences required for the special topics that they choose for the environment in which they operate | | | |
| | Environmental Specialised knowledge | | | |
| | The Interplay between meteorology oceanography and hydrology | Basic knowledge about the development of different weather conditions and associated environmental conditions | Being able to recognize the development of the weather and its impact on the environment | Manage and take responsibility for any action to avoid dangerous situations based on knowing the impact of the development of different weather conditions being able to avoid dangerous situations. |
| | The interplay between water in motion and the land | Specialised knowledge of the interplay between water in motion and the land, and that where they are related to the conditions they could be extreme or dangerous. | Being able to assess the risks in these areas and relate this to personal or the crew's ability and capacity for dealing with the risks | Avoid situations where the challenges exceeds personal or the crew's ability or capacity to deal with the situation |
| | Dealing with extreme unforeseen situations | Specialised knowledge of the different extreme conditions in the chosen field of study | Being able to assess changes that might occur in the environment | Take responsibility for managing the activity, and make decisions in dealing with water safety in extreme conditions |
| | Safety and Prevention | | | |
| | Safety procedures | Specialised knowledge of appropriate preventative procedures and safety issues in accordance with the chosen special topic | Identify the hazards and assess the risks in the chosen field of special topics | Take responsibility for selecting and implementing appropriate control measures |
| | Organisation | Specialised knowledge of how to organise activities safely within the chosen field of study and according to policy and legislation | Being able to assess the safety of an ongoing activity and to reorganise the activity in accordance with the changes that occur/policy and legislation | Manage and take responsibility for any action needed for keeping an activity at a safe level in accordance with policy and legislation |
| | Preventive Surveillance / surveillance for early rescue | Specialised knowledge of signs of possible dangerous situations | Being able to assess and take the most appropriate action before dangerous situations develop | Take responsibility for managing a situation to minimise the development of danger for those involved. |
| | Search and Rescue | | | |
| | Available resources | Specialised knowledge of the specific needs and structure of a SAR operation in the chosen field of special topics. | Being able to plan the required structure for search and rescue operations in the chosen field of specialisation | Take responsibility for managing the resources for a SAR operation |
| | Setting up a SAR operation | Specialised knowledge of when and how to start a SAR operation in the chosen field of special topics. | Being able to find and mobilise the necessary resources for a SAR operation. | Take responsibility for managing the mobilisation of resources for a SAR operation |
| | Contributing to a SAR operation | Specialised knowledge of how to contribute to a SAR operation in the chosen field of special topics. | Being able to organise the available resources and the communication between them | Take responsibility for managing the search and rescue operation, ensuring the safety of all participants in accordance with policy and legislation. |
| | Debriefing | Specialised knowledge of the nature and necessity of a debriefing | Being able to get the necessary resources for the debriefing | Take responsibility for managing the debriefing the resources in their control |
| | "Special" situations such as Contaminated water, Flood, Climatic Contamination, Disaster area | | | |
| | Dealing with extreme unforeseen situations | Specialised knowledge of how to get an overview of the whole situation | Being able to carry out an action plan to deal with the extreme situation | Managing response to an emergency in compliance with organisation policies and procedures contained within the EAP, taking into account the specialised nature of the situation. |
| | Preparing for a "special" situation and a probable development of an emergency | Specialised knowledge of how and why these situations occur, and specialised knowledge of the changeable nature of these situations. | Being able to take safety precautions in advance to minimise the damage related to "special" situations. Being able to develop and to evaluate an EAP in relation to the developing situations. | Take responsibility for managing, responding and minimising the damage related to the development of "special" situations in the chosen field in accordance with policy and legislation |
| | Clearing the situation | Specialised knowledge of how to minimise or prevent further damage when the response to the situation is in progress. | Being able to sort out the exposed areas to minimise further damage | Take responsibility for managing the situation to prevent more people or property being exposed to further risk of damage or danger |
| | Research | | | |
| | Dissertation | Knowledge of advanced methodology and structure for a scientific work in lifesaving / chosen special topic | Being able to make a structure for a scientific work in lifesaving / chosen special topic | <ul style="list-style-type: none"> • make a scientific work following the structure • assess a scientific work your own and others |

| Stream | Topic | Knowledge | Skills | Competence |
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Niveau 8 : doctorat dans le domaine de la sécurité aquatique

| Stream | Topic | Knowledge | Skills | Competence |
|--------|-------|---|---|---|
| | | <p>In the context of EQF, knowledge is described as theoretical and/or factual.</p> <p>Level 8 means</p> <p>knowledge at the most advanced frontier of a field of work or study and at the interface between fields</p> | <p>In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).</p> <p>the most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/or innovation and to extend and redefine existing knowledge or professional practice</p> | <p>In the context of EQF, competence is described in terms of responsibility and autonomy.</p> <p>demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research</p> |

| Stream | Topic | Knowledge | Skills | Competence |
|----------------|---------------------|---|---|--|
| Special Topics | Scientific Research | <p>Most advanced knowledge of scientific theories and methods, and theoretical and methodical problems related to scientific research in field of water safety relevant to the actual topic</p> | <p>Be able to lead (plan and follow through) scientific research projects in water safety</p> | <p>Adapt and apply the results in developing new practice and further scientific research</p> <p>Lead a group of researchers or be a research director</p> |