

SKILLED**TRADES**<sup>BC</sup>

OCCUPATIONAL PERFORMANCE  
STANDARDS

Tidal Angling Guide

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## **Introduction**

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SkilledTradesBC is a provincial Crown agency, established in 2004. It is responsible for managing BC's industry training system to develop a skilled workforce and ensure the ongoing competitiveness and economic prosperity of businesses and the province.

This guide has been developed to assist Tidal Angling Guides, sponsors, assessors, training providers, and other stakeholders to understand the occupational performance standards framework and to read and interpret the units of competency to support successful competency-based assessment outcomes. It provides key information about the occupational performance standards for Tidal Angling Guide, including:

- how they were developed
- how they are structured
- the framework in which they reside
- the credentialling rules that govern them

## Terms you may need to know

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TERM	DESCRIPTION
Apprentice	A person who completes a formal industry training program under the supervision of a qualified tradesperson
Assessment	The process of collecting evidence and making judgments on whether competence has been achieved to confirm that the candidate can perform to the standard expected in the workplace as expressed in the relevant occupational performance standards.
Certificate of qualification	The provincial credential awarded to a candidate who is deemed competent.
Challenger	Any person applying for assessment without the requirement of completing an industry training program.
Competence	Ability to perform tasks and duties to the standard expected in the workplace.
Credential	A certificate or award that verifies skill level and is awarded on successful demonstration of competence to the standard set out by industry.
Dimensions of competence	The concept that competence includes all aspects of work performance, not just narrow task skills. The four dimensions of competence are task skills, task management skills, contingency management skills and job/role environment skills.
Element	The basic building blocks of the unit of competency that describe the tasks which make up the broader function or job, described by the unit.
Evidence	Information that is used to demonstrate competence against agreed standards.
Occupational performance standard	Statements accepted by industry that describe effective performance in the workplace. These are expressed as units of competency.
Performance criteria	Evaluative statements that specify what is to be assessed and the required level of performance.
Range of variables	Part of a unit of competency that sets out a range of contexts in which performance can take place; it helps the assessor to identify the specific industry or company application of the unit of competency.
Unit of competency	An aspect of work in a particular occupation or industry that is used as a benchmark for assessment of competence.

## Occupational performance standards

Occupational performance standards are statements accepted by industry that describe effective performance in the workplace. They define the competencies required to do a job, are expressed in outcome terms and follow a standard format.

Competency - based standards differ from the training and education program standards currently in use in BC in that they focus on what people should be able to do at work, rather than on what should be learned in order to perform a job. This reflects a change from a focus on what people need to learn, how they will learn it and how the learning will be assessed, to a focus on the demonstration of skills and knowledge required to do a job competently. The main differences are highlighted in Figure 1.

**Figure 1: Comparison of current use of program standards in BC and occupational performance standards**

Current program standards	Occupational performance standards
Focus on learning	Focus on work
Input oriented - what should be learned to be able to perform a job	Outcome oriented - what people can do at work
Training and education standards <ul style="list-style-type: none"> <li>used for teaching of foundation and apprenticeship programs</li> </ul>	Assessment of skills and knowledge <ul style="list-style-type: none"> <li>used as benchmarks for assessment and training in other systems</li> </ul>
Outcome: BC certificate of qualification (interprovincial Red Seal endorsement - where relevant)	Outcome: BC certificate of qualification (interprovincial Red Seal endorsement - where relevant)

There are a number of benefits in adopting a competency-based approach to occupational standards, including:

- new and alternative assessment pathways for challengers and apprentices
- more meaningful assessments for candidates, as units of competency directly relate to workplace activities, procedures and requirements
- active involvement of the challenger, the assessor and the workplace
- recommendations for evidence collection and assessment methodologies
- clear identification of the evidence a challenger needs to present
- clear standards and procedures for making the assessment decision

## Development of standards

The development of the occupational performance standards for Tidal Angling Guide was a collaborative process between the industry training division of go2 (BC's designated industry training organization for tourism and hospitality trades) and the Sport Fishing Institute (SFI).

The development process involved a number of steps, including:

- developing a draft standards framework using a modified DACUM process; this framework outlines the skills and knowledge required for a competent Tidal Angling Guide. SFI had first developed a Best Standards and Practices document with an industry working group which preceded the DACUM process.
- developing draft content for each standard
- validating the framework and content of the standards by industry via workshops with an industry advisory group (organized through go2 and SFI)
- reviewing and refining the standards to ensure that they covered the breadth of the occupation, incorporated essential occupational skills and had sufficient detail to be used for assessment purposes
- further validating the framework and standards with the wider industry sector (see Appendix 1 for a list of participants involved in the validation process)
- developing the curriculum and pilot training program
- conducting initial pilots of the training program and assessment process, involving 20 candidates, using the occupational performance standards as the benchmark
- evaluating the pilot programs and final review of the framework and the occupational performance standards

The occupational performance standards were designed to follow competency assessment best practices as identified by SkilledTradesBC. The key principles driving the design of the standards included:

- ensuring an appropriate level of specificity to guide assessors
- using plain language and a clear, user-friendly format
- ensuring an industry-driven process involving input and validation from industry, potential training providers and government partners in the development of performance content, framework structure, and assessment systems and materials
- assessing the occupational performance standards and tools in a pilot
- moderating and revising the occupational performance standards and tools following the pilot

## Standards framework

The occupational performance standards are expressed as units of competency that describe the activities a Tidal Angling Guide would carry out at work, such as transporting passengers to a location using a small vessel, using angling equipment, interacting with the outdoor environment and wildlife, and working safely and hygienically. All the units of competency build a picture of the tasks and duties a Tidal Angling Guide would be expected to perform in the workplace and the specified skills, knowledge and attitudes relevant to

effective participation in the outdoor tourism industry. This picture of a competent Tidal Angling Guide is represented in the occupational performance standards.

### **Credentialling rules**

To receive the BC Certificate of Qualification, a Tidal Angling Guide must demonstrate competence in all 18 of the units of competency.

The detail of each unit of competency is provided in Section 2 of this resource, beginning on page 15

#### *Units of competency for Tidal Angling Guide*

TAG - 1	Apply basic marine first aid
TAG - 2	Respond to marine emergencies
TAG - 3	Operate a non-pleasure small vessel
TAG - 4	Plan and execute a near coastal voyage
TAG - 5	Operate maritime communications equipment
TAG - 6	Communicate effectively with others
TAG - 7	Work in a team
TAG - 8	Deal with conflict situations
TAG - 9	Develop and maintain tourism industry knowledge
TAG - 10	Apply maritime regulations
TAG - 11	Work safely in the maritime environment
TAG - 12	Interact with coastal resource users
TAG - 13	Interact with the coastal environment
TAG - 14	Demonstrate stewardship of the coastal environment and fishery resources
TAG - 15	Follow workplace catch handling and hygiene procedures
TAG - 16	Use and maintain angling tools and equipment
TAG - 17	Use sustainable angling techniques
TAG - 18	Plan and conduct fishing trips



## Units of competency

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The term “competence” defines what is expected of an employee in the workplace, including the ability to transfer and apply skills and knowledge to new situations and environments.

Workplace competence emphasizes the application of skills, knowledge and attributes and covers all aspects of workplace performance, including:

- performing individual tasks and activities
- managing a range of different tasks
- responding to contingencies and workplace problems
- performing tasks consistently over time and in a range of workplace environments
- meeting workplace responsibilities, such as legislative and establishment policy requirements
- working with others

A unit of competency describes the specific knowledge and skills required to do a task and the standard of performance required in the workplace. Units of competency focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than on the learning process itself, and they do not describe the procedures necessary to perform a particular role.

Units of competency provide the basis for:

- recognition of skills within and across industries
- training programs
- assessment
- certification/credentialling
- credit transfer and articulation

Units of competency are the smallest components that are formally recognized; that is, the unit as a whole is recognized and not the individual elements or performance criteria within the unit. The units of competency can logically stand alone when applied in a work situation and must be adhered to in assessment to ensure consistency of outcomes.

Each unit of competency describes:

- a specific work task or activity and what it involves
- the skills and knowledge required to perform the task or activity
- the level of skill and knowledge required for competence
- the conditions under which the task or activity is conducted
- the evidence that may be gathered in order to determine if a person is competent in performing the task or activity
- the type of assessment tool that may be used to gather the evidence

Units of competency may vary in size according to the complexity of skills and knowledge and the range of activities undertaken to perform the task. They describe activities that would normally be completed by one person and do not specify factors such as time frame required to perform the task, technologies or workplace procedures. The units are not specifically tied to a single occupation or certification. Any job which includes the same work activity may refer to a common unit of competency.

### **Dimensions of competence**

People are considered to be competent when they are able to apply their knowledge and skills to successfully complete work activities in a range of situations and environments, in accordance with the standard of performance expected in the workplace.

This view of competence:

- emphasizes outcomes
- focuses on what is expected of an employee in the workplace
- highlights the application of skills and knowledge to workplace tasks
- incorporates the ability to transfer and apply skills and knowledge to new situations and environments
- focuses on what people are able to do and the ability to do this in a range of contexts

Competence involves successful work performance. It usually comprises four dimensions:

- task skills – undertaking a specific workplace task
- task management skills – managing a number of different tasks to complete a whole work activity
- contingency management skills – responding to problems and irregularities when undertaking a work activity, such as:
  - breakdowns
  - changes in routine
  - unexpected or atypical results or outcomes
  - difficult or dissatisfied clients
- job/role environment skills – dealing with the responsibilities and expectations of the work environment when undertaking a work activity, such as:
  - working with others
  - interacting with clients and suppliers
  - complying with standard operating procedures
  - observing company policy and procedures

## **Unit of competency codes**

Each unit of competency has a unique code and identifier that includes:

- a letter code for the occupation (TAG for Tidal Angling Guide)
- a unique number for each unit of competency (1-18)

## **Components of a unit of competency**

### *Unit title*

The unit title is a succinct statement of the outcome of the unit of competency. Each unit title is unique and explains what the work activity or task is.

### *Description*

The description broadly communicates the content and purpose of the unit of competency and the skill area it addresses. It explains what the work activity involves.

### *Level*

The level description communicates the context in which the unit of competency and the skills are applied in the workplace.

### *Use*

The unit may be a component of multiple certifications or occupations and the use description lists these, and whether they are a core (mandatory) or elective unit in each.

### *Elements*

The elements describe the demonstrable and assessable tasks that make up the unit of competency. They describe actions or outcomes and the significant skills that are required to perform the task.

### *Performance criteria*

The performance criteria specify the level of skill and knowledge required to perform the tasks and activities. They are expressed as a standard and reflect the knowledge that enables competent performance.

### *Range of variables*

The range of variables section provides more detailed information to inform the assessment of the unit of competency. This information relates to the highlighted terms in the performance criteria and may refer to the work context, terminology, types of equipment, and local industry and regional contexts. An appropriate range of industry-relevant products, organizational options, processes or technology-specific information is included in the range statement.

### *Assessment guide*

The assessment guide provides critical information to the assessors about how the unit of competency may be assessed most effectively. It describes:

- suitable methodologies for conducting assessments
- other units that may be assessed with the main unit
- conditions under which competence must be assessed, including variables such as the assessment environment or necessary equipment
- the essential skills needed to obtain the required workplace outcome, including the ability to transfer it to new situations and environments
- the underpinning knowledge a person needs to perform the work in an informed and effective manner
- how consistency in performance can be assessed over time and in various contexts
- application against relevant legislation, regulation, industrial instruments, codes of practice, guidelines and advisory standards

The assessment guide summarizes the critical evidence that must be obtained by the assessor to demonstrate competence. All this data informs the design of the assessment tasks and the development of the assessment tools.

Example unit of competency

Title	<b>Communicate effectively with others</b>	Unit title											
Code	TAG - 6												
Type	Human Resources and Communication												
Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>communicating with others using verbal and non verbal methods</li> <li>using communication technology</li> </ul>	Description											
Level	<ul style="list-style-type: none"> <li>This unit is appropriate for those who:</li> <li>perform a variety of routine tasks in the workplace</li> <li>use a limited range of practical skills to complete directed work activities</li> <li>work under direct supervision within time constraints</li> </ul>	Level											
Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>Tidal Angling Guide</li> </ul>	Use											
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%; text-align: left;">Elements</th> <th style="text-align: left;">Performance Criteria</th> <td rowspan="5">Element / Performance Criteria</td> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">1. Follow workplace communication procedures</td> <td>                     1.1. Select <i>methods of communication</i> appropriate to the <i>circumstances and context</i> and according to <i>workplace policies and procedures</i> </td> </tr> <tr> <td></td> <td>1.2. Respond to instructions and enquiries within relevant timeframes according to workplace policies and procedures</td> </tr> <tr> <td></td> <td>1.3. Collect information from appropriate sources to undertake work activities according to workplace policies and procedures</td> </tr> <tr> <td></td> <td>1.4. Interpret written reports and information according to workplace policies and procedures</td> </tr> </tbody> </table>			Elements	Performance Criteria	Element / Performance Criteria	1. Follow workplace communication procedures	1.1. Select <i>methods of communication</i> appropriate to the <i>circumstances and context</i> and according to <i>workplace policies and procedures</i>		1.2. Respond to instructions and enquiries within relevant timeframes according to workplace policies and procedures		1.3. Collect information from appropriate sources to undertake work activities according to workplace policies and procedures		1.4. Interpret written reports and information according to workplace policies and procedures
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## Example unit of competency

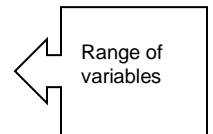
### Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.

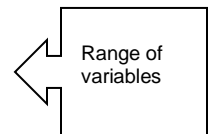
***Methods of communication*** may include:

- oral communication, such as speaking and listening
- body language and gestures, such as smiling, eye contact, hand gestures, etc
- written communication, such as notes, signs, pamphlets, handbooks, etc
- the use of electronic devices, such as e-mail, faxes, etc.



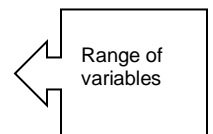
***Circumstances and context*** may include:

- who you are communicating with, such as colleagues, customers, supervisors, enforcement officials, etc
- location, setting, and group dynamic
- type of language for the intended audience
- emergency situations and protocols
- barriers to communication, such as language or physical disability
- cultural and social customs and differences



***Workplace policies and procedures*** may relate to:

- policies regarding how to address colleagues and customers
- policies regarding professional conduct
- professional conduct
- organizational hierarchy and chain of command
- communicating with hearing or vision impaired persons
- communicating with those with language barriers
- use of language, slang and jargon
- use of appropriate terminology
- capabilities and appropriate use of communication devices
- personal use of communication equipment, etc.
- designated information technology personnel or contractors







***Workplace documents*** may include:

- reports
- letters
- memoranda

**Example unit of competency**

**Assessment Guide**

<p>Assessment methods</p>	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li> practical assessment:             <ul style="list-style-type: none"> <li>• Direct observation of the candidate communicating with others.</li> <li>•</li> </ul> </li> <li> competency conversation             <ul style="list-style-type: none"> <li>• Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> </ul> </li> <li> evidence portfolio             <ul style="list-style-type: none"> <li>• Review of evidence collected and submitted by the candidate, (i.e. documents, training records, etc.)</li> </ul> </li> <li> test             <ul style="list-style-type: none"> <li>• Written questions to test knowledge of communication techniques.</li> </ul> </li> </ul>
<p>Related units</p>	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• TAG-5 Operate maritime communications equipment</li> <li>• TAG-7 Work in a team</li> <li>• TAG-8 Deal with conflict</li> <li>• TAG-12 Interact with coastal resource users</li> <li>• TAG-18 Plan and conduct fishing trips</li> </ul>
<p>Knowledge to be assessed</p>	<p>For this unit, a competent candidate must know:</p> <ul style="list-style-type: none"> <li>• verbal methods of communication</li> <li>• non verbal methods of communication</li> <li>• policies, protocols and procedures related to communication, communication devices and technology</li> <li>• the use and routine maintenance of communication devices and technology</li> <li>• cultural and social customs and differences related to communication, such as body language, gestures, and tone of voice</li> </ul>
<p>Skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• speak and listen actively with colleagues and customers</li> <li>• communicate through writing in both traditional and electronic means with colleagues and customers</li> <li>• use a variety of communication devices and technology</li> <li>• follow policies and procedures related to communication and the use of communication devices and technology</li> </ul>

Assessment guide

Related units

Knowledge

Skills

**Example unit of competency**

<p><b>Common skills to be assessed</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• work safely</li> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with everyday problems</li> <li>• read, understand, and follow directions and instructions</li> <li>• give directions and instructions to others</li> </ul>	<p>Common skills</p>
<p><b>Critical evidence to demonstrate competency</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• communicate with colleagues and customers using a variety of methods according to workplace policies and procedures</li> <li>• communicate with supervisors, employers and authorities using appropriate protocols and procedures</li> <li>• use and maintain a variety of types of communication devices and technology in the appropriate manner according to workplace policies and procedures</li> <li>• collect information from a range of relevant sources to undertake work responsibilities</li> </ul>	<p>Critical evidence</p>



**SECTION 2**

**TIDAL ANGLING GUIDE**

**UNITS OF COMPETENCY**

Title	<b>Apply basic marine first aid</b>
Code	<b>TAG-1</b>
Type	<b>Occupational Health and Safety</b>
Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>• preparing for situations requiring basic marine first aid</li> <li>• responding to situations requiring basic marine first aid</li> </ul>
Level	<ul style="list-style-type: none"> <li>• This unit is appropriate for those who:</li> <li>• perform a variety of routine and non-routine tasks in the workplace</li> <li>• use a wide range of practical skills to complete directed work activities</li> <li>• work under limited supervision within time constraints</li> </ul>
Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>• Tidal Angling Guide</li> <li>• Co-requisite:</li> <li>• Attainment of this unit requires the candidate to hold a valid current Basic Marine First Aid certificate.</li> </ul>

Elements	Performance Criteria
<p><b>1. Prepare for situations requiring basic marine first aid</b></p>	<p>1.1. Identify and monitor <i>emergency situations</i> that may require <i>basic marine first aid procedures</i> according to <i>workplace procedures and regulations</i></p> <p>1.2. Check <i>first aid supplies and equipment</i> prior to use for sufficient quantities according to workplace procedures and regulations</p> <p>1.3. Maintain current <i>emergency contact lists and communications protocols</i> according to workplace procedures and regulations</p>
<p><b>2. Perform basic marine first aid procedures</b></p>	<p>2.1. Assess and monitor regularly the <i>needs of casualties and threats to own safety</i> when encountering an accident or other emergency requiring basic marine first aid according to workplace procedures and regulations</p> <p>2.2. <i>Respond to emergencies</i> in the appropriate sequence requiring basic marine first aid according to workplace procedures and regulations</p> <p>2.3. Notify <i>appropriate personnel</i> of situations requiring basic marine first aid or additional assistance according to workplace procedures and regulations</p> <p>2.4. Select first aid supplies and equipment appropriate to the emergency situation requiring basic marine first aid</p> <p>2.5. Perform basic marine first aid procedures according to workplace procedures and regulations</p> <p>2.6. Complete first aid records as required according to workplace procedures and regulations</p>
<p><b>3. Maintain first aid supplies</b></p>	<p>3.1. Conduct post use inventory of first aid supplies and equipment according to workplace procedures and regulations</p> <p>3.2. Dispose of used or soiled first aid supplies according to workplace procedures and regulations</p> <p>3.3. Communicate any <i>vessel safety issues, equipment problems or shortages of supplies</i> with appropriate personnel according to workplace procedures and regulations</p> <p>3.4. <i>Clean and maintain</i> first aid supplies and equipment according to workplace procedures and regulations</p> <p>3.5. Restock first aid supplies and equipment according to workplace procedures and regulations</p>



### Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.

***Emergency situations*** may include:

- cuts
- burns
- hypothermia
- dehydration
- choking
- food poisoning
- broken bones
- sprains or strains
- capsizing
- drowning
- cardiac arrest
- respiratory failure
- severe bleeding
- puncture wounds
- accidental death

***Basic marine first aid procedures*** may include:

- controlling bleeding
- applying bandages, dressings, and slings
- treating burns and scalds from fire, steam, electricity, or chemicals
- splinting broken bones
- immobilizing injured limbs or joints
- positioning or moving injured persons
- performing CPR
- providing respiratory assistance
- keeping air passages clear
- providing first aid for internal bleeding
- managing shock
- providing fluids

***Workplace procedures and regulations*** may relate to:

- designated Occupational Health and Safety personnel
- government regulations for First Aid certification, supplies, and equipment
- emergency response procedures
- safety of passengers
- safety briefings and instructions
- recognized first aid practice
- national and international regulations
- interacting with bodily fluids and contaminated materials

***First aid supplies and equipment*** may include:

- bandages and dressings
- slings
- splints
- disinfectants
- stretchers
- braces
- blankets
- water
- tourniquets
- eye wash
- respirators and masks
- tape
- scissors
- sterile gloves

***Emergency contact lists and communications protocols*** may relate to:

- appropriate sequence when responding to an emergency
- emergency contact numbers
- locations of hospitals and fire stations
- emergency checklists
- occupational health and safety manuals
- local, provincial, or national regulations
- jurisdictional responsibility

***Needs of casualties*** may include:

- unconsciousness
- respiratory arrest
- cardiac arrest
- severe bleeding
- rescue of casualty and notification
- relocation away from immediate hazards

***Threats to own safety*** may include:

- high risk of personal injury
- fire
- enclosed spaces and unsafe egress
- lack of air or oxygen
- cold water
- presence of dangerous chemicals or toxic fumes
- live electricity
- infectious diseases
- wildlife
- firearms

***Responding to emergencies*** may include:

- raising the alarm appropriate to the circumstances
- assessing type of situation and casualties if any
- removing casualties
- positioning casualties according to circumstance, such as consciousness
- following required procedures
- calling for additional help if necessary
- transporting individuals from or working in confined spaces

***Appropriate personnel*** may include:

- responsible persons nearby or on shore
- supervisors
- managers
- police
- fire departments
- ambulance
- coast guard
- colleagues
- forestry officials

***Vessel safety issues, equipment problems or shortages of supplies*** may relate to:


- quantities required
- location and accessibility
- operational state
- being fully charged
- having a current certification date, valid tags, etc,
- maintenance issues, such as loose handles, frayed cords, etc
- incorrectly stored tools and equipment



*Cleaning and maintaining equipment* may include:

- regular or scheduled maintenance
  - recharging after use
  - sterilizing and sanitizing
  - ensuring adequate supply levels for next use
-

**Assessment Guide**

<p>Assessment methods</p>	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li>practical assessment:             <ul style="list-style-type: none"> <li>• Direct observation of the candidate in a emergency situation requiring basic marine first aid</li> <li>• Simulated activities related to first aid emergencies</li> </ul> </li> <li> competency conversation             <ul style="list-style-type: none"> <li>• Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> <li>• Review of evidence collected and submitted by the candidate, (i.e. documents, training records etc.)</li> </ul> </li> <li>evidence portfolio             <ul style="list-style-type: none"> <li>• Written questions to test knowledge of basic marine first aid procedures</li> </ul> </li> <li><input checked="" type="checkbox"/> test</li> </ul>
<p>Related units</p>	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• TAG-2 – Respond to marine emergencies</li> <li>• TAG-11 – Work safely in a maritime environment</li> </ul>
<p>Knowledge to be assessed</p>	<p>For this unit, a competent candidate must know:</p> <ul style="list-style-type: none"> <li>• appropriate action in a variety of emergency situations</li> <li>• appropriate basic marine first aid preparation and response procedures</li> <li>• correct procedures for CPR and resuscitation</li> <li>• types and use of first aid equipment and supplies</li> <li>• basic human anatomy, bone, joint, muscle, and tendon structure</li> <li>• circulatory, respiratory, and nervous system functions and parts</li> <li>• major organs and their location in the human body</li> <li>• hazards of moving or transporting casualties with pelvic and spinal injuries</li> </ul>
<p>Skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• identify situations requiring basic marine first aid</li> <li>• assess threats to personal safety and the safety of others</li> <li>• determine severity of situation and when additional assistance is required</li> <li>• use problem solving techniques to offer interim first aid assistance for serious situations</li> <li>• perform CPR and resuscitation procedures</li> <li>• use first aid equipment and supplies</li> <li>• operate communications equipment according to emergency protocols</li> </ul>
<p>Common</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• work safely</li> </ul>

<p>skills to be assessed</p>	<ul style="list-style-type: none"> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with non-routine problems</li> <li>• maintain composure during stressful situations</li> <li>• read, understand, and follow directions and instructions</li> <li>• give directions and instructions to others</li> </ul>
<p><b>Critical evidence to demonstrate competency</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• identify, assess, and respond to a variety of situations requiring basic marine first aid or additional assistance, following the appropriate rules and regulations</li> <li>• perform basic marine first aid procedures safely and efficiently, following the appropriate rules and regulations</li> <li>• successfully complete an approved Basic Marine First Aid course and maintain current certification according to workplace procedures and government regulations</li> </ul>

Title	<b>Respond to marine emergencies</b>
Code	TAG -2
Type	Occupational Health and Safety
Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>• preparing for and responding to marine emergencies</li> <li>• performing cold water rescues</li> <li>• extinguishing small fires</li> </ul>
Level	<p>This unit is appropriate for those who:</p> <ul style="list-style-type: none"> <li>• perform a variety of routine and non-routine tasks in the workplace</li> <li>• use a wide range of practical skills to complete directed work activities</li> <li>• work under limited supervision within time constraints</li> </ul>
Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>• Tidal Angling Guide</li> <li>• Co-requisite: Attainment of this unit requires the candidate to complete a Transport Canada approved Domestic Vessel Safety (DVS), Small Domestic Vessel, Basic Safety (SDV-BS), Marine Emergency Duties (MED) A1&amp; A2 <b>OR</b> Marine Emergency Duties (MED) A3 certificate course.</li> </ul>

Elements	Performance Criteria
1. Prepare for marine emergency situations	1.1. Conduct <i>emergency preparation procedures</i> required for a variety of <i>marine hazards and emergency situations</i>
	1.2. Prepare <i>marine safety and survival equipment</i> for use according to <i>workplace requirements and regulations</i>
	1.3. Prepare <i>marine firefighting equipment</i> for use according to workplace requirements and regulations
	1.4. Access and communicate information on <i>response procedures</i> for marine emergencies according to workplace requirements and regulations
	1.5. Access and communicate information on <i>fire prevention and firefighting procedures</i> according to workplace requirements and regulations
2. Respond to marine emergency situations	1.6. Assess potential marine hazards and emergency situations to ensure safety of persons onboard according to workplace requirements and regulations
	1.7. Perform <i>appropriate action when discovering or responding to a marine emergency</i>
	1.8. Notify <i>appropriate personnel</i> of situations requiring additional assistance according to workplace requirements and regulations
	1.9. Select and use marine firefighting equipment as required to extinguish small fires
	1.10. Select and use marine safety and survival equipment according to workplace requirements and regulations
	1.11. Perform <i>appropriate action when responding to a cold water rescue situation</i>
	1.12. Complete records of marine emergencies as required according to workplace requirements and regulations

**1. Maintain marine emergency equipment**

- 1.13. **Monitor equipment** regularly and after each use according to manufacturer’s specifications and workplace requirements and regulations
  - 1.14. Communicate any safety concerns, equipment problems or shortages of supplies with appropriate personnel according to workplace procedures and regulations
  - 1.15. Replenish supplies and equipment according to workplace requirements and regulations
  - 1.16. Clean and maintain equipment according to manufacturer’s specifications and workplace requirements and regulations
  - 1.17. Store equipment according to workplace requirements and regulations
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## Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.

***Emergency preparation procedures*** may relate to:

- drills for abandoning ship, fire, flooding, man overboard, etc.
- training in fire and emergency response procedures
- monitoring current water temperature and conditions
- deep water survival techniques
- maintaining accurate equipment checklists
- trip preparation

***Marine hazards and emergency situations*** may include:

- fire
- explosion
- collision
- man overboard
- stranding
- capsizing
- weather conditions and sea state
- equipment failure
- flooding
- four stages of cold-water immersion
- hypothermia

***Marine safety and survival equipment*** may include:

- lifesaving equipment (PFDs, life jackets, life rafts, etc)
- rescue and signalling equipment
- survival equipment
- food supplies and emergency rations

***Workplace procedures and regulations*** may relate to:

- emergency response procedures and protocols
- designated Occupational Health and Safety personnel
- government regulations for First Aid certification, emergency supplies, fire equipment, and onboard safety and survival equipment
- vessel type and size
- safety of passengers
- safety briefings and instructions
- national and international regulations
- company policies regarding emergency procedures
- emergency communication protocols

***Marine firefighting equipment*** may include:

- fire suppression equipment
- different types of extinguishers
- personal protective equipment

***Response procedures*** may relate to:

- signals
- alarms
- injured persons
- abandonment
- capsizing
- flooding
- fire
- stranding

***Fire prevention and fire fighting procedures*** may include:

- types of fires
- knowledge of combustible materials, principles of combustion, etc.
- use of fire suppression equipment
- the operation and selection of types of extinguishers

***Appropriate action when discovering or responding to a marine emergency*** may include:

- raising the alarm
- assessing type of situation and casualties if any
- removing casualties
- using fire fighting equipment if necessary
- following required procedures
- calling for additional help if necessary
- use of life rafts if necessary
- following relevant regulations and workplace procedures
- identifying scope of work

***Appropriate personnel*** may include:

- responsible persons nearby or on shore
- supervisors
- managers
- police
- fire departments
- ambulance
- coast guard
- colleagues
- forestry officials



*Appropriate action when responding to a cold water rescue situation* may include:

- recovery from water
- treatment for hypothermia
- awareness of response times
- acquiring medical advice
- communicating details of incident

*Monitoring equipment* may include:

- checking quantities
  - location and accessibility
  - operational
  - being fully charged
  - having current certification date, valid tags, etc.,
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<b>Assessment Guide</b>	
<b>Assessment methods</b>	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="margin-right: 10px;">practical assessment:</div> <ul style="list-style-type: none"> <li>• Direct observation of the candidate in a marine emergency situation</li> <li>• Simulated activities related to marine emergencies</li> </ul> </div></li> <li> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div>competency conversation</div> <ul style="list-style-type: none"> <li>• Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> </ul> </div> </li> <li> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="margin-right: 10px;">evidence portfolio</div> <ul style="list-style-type: none"> <li>• Review of evidence collected and submitted by the candidate, (i.e. documents, training records etc.)</li> </ul> </div> </li> <li> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div>test</div> <ul style="list-style-type: none"> <li>• Written questions to test knowledge of marine emergency duties and regulations</li> </ul> </div> </li> </ul>
<b>Related units</b>	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• THF-MOV-2102 Operate a non pleasure small vessel</li> <li>• THF-MOV-2104 Plan and execute a voyage</li> <li>• THF-MOR-2105 Operate maritime commercial communications equipment</li> <li>• THF-HRC-1106 Communicate with others</li> <li>• THF-OHS-1115 Work safely in a maritime environment</li> <li>• THF-GRL-2110 Participate in regulatory activities</li> </ul>
<b>Knowledge to be assessed</b>	<p>For this unit, a competent candidate must know:</p> <ul style="list-style-type: none"> <li>• a variety of marine emergency situations</li> <li>• emergency preparation and response procedures</li> <li>• types of marine safety and survival equipment</li> <li>• types of fires and the use of appropriate fire fighting equipment</li> <li>• fire prevention procedures</li> <li>• basic marine first aid</li> <li>• relevant regulations and legislation</li> </ul>

<p>Skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• identify potentially hazardous or dangerous situations</li> <li>• assess emergency situations for safety risks to self and others</li> <li>• respond appropriately when encountering marine emergencies</li> <li>• inspect equipment to ensure it is working correctly and according to manufacturer’s specifications</li> <li>• use marine safety and survival equipment</li> <li>• use firefighting equipment</li> <li>• operate communications equipment according to emergency protocols</li> </ul>
<p>Common skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• work safely</li> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with non routine problems</li> <li>• manage stressful situations effectively ensuring the safety of self and others</li> <li>• read, understand, and follow directions and instructions</li> <li>• give directions and instructions to others</li> </ul>
<p><b>Critical evidence to demonstrate competency</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• identify and respond to a variety of marine emergency situations, following the appropriate rules and regulations</li> <li>• select and use a range of marine safety, survival and firefighting equipment appropriate to different marine emergency situations</li> <li>• extinguish small fires</li> <li>• respond to and perform cold water rescues</li> </ul>

Title	<b>Operate a non pleasure small vessel</b>
Code	<b>TAG - 3</b>
Type	<b>Marine Operations - Vessels</b>

Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>operating and manoeuvring non pleasure small vessels</li> <li>navigating non pleasure small vessels</li> <li>operating small engines and mechanical equipment</li> </ul>
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Level	<ul style="list-style-type: none"> <li>This unit is appropriate for those who:</li> <li>perform a variety of routine and non-routine tasks in the workplace</li> <li>use a wide range of practical skills to complete directed work activities</li> <li>work under limited supervision within time constraints</li> </ul>
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Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>Tidal Angling Guide</li> <li></li> <li>Co-requisite:</li> <li>Attainment of this unit requires the candidate to complete a Transport Canada approved Small Vessel Operator Proficiency course</li> </ul>
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Elements	Performance Criteria
1. <b>Select non pleasure small vessels and prepare for use</b>	1.1. Select <i>non pleasure small vessels</i> appropriate to the location, conditions, and intended purpose
	1.2. Inspect the vessel to ensure that it conforms to <i>the small vessel monitoring and inspection program</i> and carries the appropriate documentation or decal and all required safety, navigational, and communication equipment.
	1.3. Perform routine pre-boarding checks to ensure the <i>safe and stable loading, boarding and unloading</i> of non pleasure small vessels according to workplace procedures and vessel limitations
	1.4. Review the relevant <i>collison regulations</i> under the Canada Shipping Act, 2001 to ensure compliance while operating the vessel

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| <p><b>2. Load and manoeuvre non pleasure small vessels</b></p> | <p>1.5. Load, board, and unload non pleasure small vessels safely according to <b><i>operational requirements</i></b> and vessel limitations</p> <p>1.6. <b><i>Manoeuvre</i></b> non pleasure small vessels according to the <b><i>operating environment</i></b> in compliance with the <b><i>collision regulations</i></b> under the Canada Shipping Act, 2001</p> <p>1.7. Use and interpret <b><i>navigational aids and equipment</i></b> to ensure effective and safe manoeuvring of the vessel according to the collision regulations and operating environment.</p> <p>1.8. Monitor marine activity and <b><i>other vessels</i></b> regularly in the local area and adjust direction or speed as required to ensure safe operation of the vessel according to the collision regulations, operational requirements and <b><i>marine rules and regulations</i></b></p> <p>1.9. Maintain <b><i>navigational records</i></b> as required by operational requirements and marine rules and regulations</p> |
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| <p><b>3. Use small engines and mechanical equipment</b></p> | <p>1.10. Identify the location of main operating components and controls of <b><i>small engines, propulsion, and mechanical equipment</i></b> prior to operation to ensure the safe operation of the equipment and propulsion of the vessel</p> <p>1.11. <b><i>Operate</i></b> small engines, propulsion, and mechanical equipment safely according to manufacturer’s specifications and operational requirements</p> <p>1.12. Handle and store <b><i>fuel and fluids</i></b> for small engines and propulsion equipment safely according to operational requirements and regulations</p> <p>1.13. Refuel small engines and propulsion equipment safely according to operational requirements and regulations</p> |
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**4. Moor and store non  
pleasure small vessels**

- 1.14. ***Moor*** non pleasure small vessels according to operational requirements and regulations
  - 1.15. Perform ***routine maintenance and operational checks*** on non pleasure small vessels, small engines, and propulsion equipment as required by manufacturer’s specifications and workplace procedures
  - 1.16. Clean and store non pleasure small vessels according to operational requirements and regulations
  - 1.17. Complete relevant vessel documentation, logs and reports according to workplace policies and procedures
  - 1.18. Report any problems or concerns with the vessel’s operation to the relevant personnel according to workplace requirements and regulations
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## Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.

***Non pleasure small vessels*** may include:

- commercial fishing vessels under 15 gross tonnage and / or 12 metres in length
- small commercial passenger carrying vessels up to 5 gross tonnage and / or 8 metres in length

***The small vessel monitoring and inspection program*** may include:

- Informing owners and operators of requirements, such as displaying valid decals
- Inspecting each vessel to verify compliance before it enters service
- Providing tools for and promoting regular self-inspections
- Identifying risk factors for each vessel
- Carrying out spot checks of vessels of higher risk and in response to safety concerns, as well as at random

***Safe and stable loading, boarding and unloading*** may relate to:

- adhering to the basic principles of vessel stability and safety
- adding and removing weight to/from a vessel in the correct order and location
- avoiding onboard hazards

***Collision regulations*** must include:

- compliance
- standards
- steering and sailing rules
- conduct of vessels within sight of one another
- conduct of vessels in restricted visibility
- the use of sounds, lights and shapes

***Navigational aids and equipment*** may include:

- Canadian buoyage system
- list of lights
- applicable publications, such as charts, coastal sailing directions, etc.
- navigational instruments
- magnetic compass
- GPS equipment
- depth sounders
- radar

***Operational requirements*** may include:

- following workplace manuals, policies and procedures
- completing workplace documentation
- performing routine stability checks
- keeping within the rated carrying capacity of vessel
- ensuring current valid small vessel monitoring and inspection program permits/stickers are in place
- giving pre-departure briefings to others on board
- engine start up and shut down procedures
- procedures for fuelling engines and motors and using fluids
- procedures for securing, storing, and covering vessels

***Manoeuvring*** may include:

- steering
- using mechanical propulsion methods
- using non mechanical methods of propulsion
- adjusting speed and direction, etc

***Operating environment*** may include local conditions such as:

- marine life
- obstacles
- water and wave conditions
- weather
- other vessels

***Other vessels*** may include:

- tugs
- barges
- container ships
- ferries
- commercial fishing boats
- pleasure or non pleasure small vessels

***Marine rules and regulations*** may relate to:

- navigational documents (such as charts)
- lights on ships
- lights other than those on ships
- environmental concerns, particularly regarding pollution prevention and dangerous chemicals
- regulations related to storage and disposal of dangerous chemicals, workplace safety, etc.
- regulations regarding interaction with and proximity to marine life



***Navigational records*** may include:

- deck logs
- sailing plan
- documentation specific to a particular workplace

***Small engines, propulsion, and mechanical equipment*** may include:

- types of outboard motors, such as two stroke, four stroke, etc.
- types of inboard engines, such as gasoline, diesel, etc.
- equipment such as bilge pumps, steering pumps, cables, trim tabs, propellers, bow thrusters, blowers, etc.

***Operating*** may include:

- starting
- running
- shutting down
- choking
- priming
- operating blowers
- monitoring

***Fuel and fluids*** may include:

- fuels, such as gasoline and diesel
- fluids, such as oils, hydraulic, solvents, etc.


***Mooring*** may include:

- handling lines and ropes
- use of knots and splices
- anchoring
- docking
- rafting

***Routine maintenance and operational checks*** may include:

- carrying out and recording routine maintenance recommended by equipment manufacturer
  - pre departure inspection
  - reacting to operational anomalies
  - procedures for reporting concerns
  - post trip inspection
  - carrying out routine cleaning schedules
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**Assessment Guide**

<p>Assessment methods</p>	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li>practical assessment:             <ul style="list-style-type: none"> <li>• Direct observation of the candidate operating non pleasure small vessels</li> <li>• Simulated activities related to the operation of non pleasure small vessels and their propulsion systems</li> </ul> </li> <li> competency conversation             <ul style="list-style-type: none"> <li>• Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> </ul> </li> <li>evidence portfolio             <ul style="list-style-type: none"> <li>• Review of evidence collected and submitted by the candidate, (i.e. documents, training records, etc.)</li> </ul> </li> <li><input checked="" type="checkbox"/> test             <ul style="list-style-type: none"> <li>• Written questions to test knowledge of non pleasure small vessel identification, operations, and propulsion systems.</li> </ul> </li> </ul>
<p>Related units</p>	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• TAG-2 Respond to marine emergencies</li> <li>• TAG-4 Plan and execute a near coastal voyage</li> <li>• TAG-5 Operate maritime communications equipment</li> </ul>
<p>Knowledge to be assessed</p>	<p>For this unit, a competent candidate must know:</p> <ul style="list-style-type: none"> <li>• types of non pleasure small vessels and their basic construction</li> <li>• types of other vessels common to the coastal waters British Columbia</li> <li>• operating procedures for non pleasure small vessels and their propulsion systems</li> <li>• rated carrying capacity of vessels and where to find this information</li> <li>• loading and unloading procedures for non pleasure small vessels</li> <li>• principles of vessel stability and safety</li> <li>• rules and regulations regarding the handling and storage of fuel and fluids aboard non pleasure small vessels</li> <li>• rules and regulations of the small vessel maintenance and inspection program</li> <li>• basic knowledge of the Canada Shipping Act, 2001 with detailed knowledge of Collision Regulations</li> <li>• impact of wind, tide, and sea conditions when manoeuvring small vessels</li> </ul>

<p>Skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• load and unload non pleasure small vessels</li> <li>• operate, manoeuvre, and moor non pleasure small vessels</li> <li>• handle fuel and fluids safely on board non pleasure small vessels</li> <li>• identify other vessels encountered during the operation of non pleasure small vessels</li> <li>• use and interpret navigational documentation and charts</li> <li>• follow navigational rules, signals, and collision regulations while operating non pleasure small vessels</li> <li>• maintain complete logs, records, or other workplace documents</li> <li>• inspect non pleasure small vessels and their propulsion systems for normal operation</li> </ul>
<p>Common skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• work safely</li> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with everyday problems</li> <li>• read, understand, and follow directions and instructions</li> <li>• give directions and instructions to others</li> </ul>
<p><b>Critical evidence to demonstrate competency</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• safely load and unload a variety of non pleasure small vessels</li> <li>• operate and refuel different types of propulsion systems</li> <li>• operate, manoeuvre and moor a variety of non pleasure small vessels, correctly following the Collision Regulations as described in the Canada Shipping Act, 2001</li> <li>• ensure any vessel operated conforms to the small vessel maintenance and inspection program and carries the appropriate documentation or decal</li> <li>• successfully complete a Transport Canada approved written examination for the Small Vessel Operator Proficiency course</li> </ul>

Title	<b>Plan and execute a near coastal voyage</b>
Code	<b>TAG - 4</b>
Type	<b>Marine Operations - Vessels</b>

Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>• planning a voyage in near coastal or sheltered waters</li> <li>• executing a voyage in near coastal or sheltered waters</li> </ul>
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Level	<ul style="list-style-type: none"> <li>• This unit is appropriate for those who:</li> <li>• perform a variety of routine and non-routine tasks in the workplace</li> <li>• use a wide range of practical skills to complete directed work activities</li> <li>• work under limited supervision within time constraints</li> </ul>
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Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>• Tidal Angling Guide</li> <li>•</li> <li>• Co-requisite:</li> <li>• Attainment of this unit requires the candidate to complete a Transport Canada approved Small Vessel Operator Proficiency course</li> </ul>
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Elements	Performance Criteria
1. Prepare for a voyage	1.1. Review and assess <i>marine conditions and weather forecasts</i> for time of planned voyage to ensure safe and effective operation of the vessel
	1.2. Access and use <i>marine documentation and information</i> to plan a voyage
	1.3. Prepare <i>voyage details or sailing plan</i> using the appropriate <i>tools and equipment</i> as required
	1.4. Monitor and maintain <i>vessel specific requirements for safety and personal protective equipment and information</i> necessary for voyage
2. Execute a voyage	1.5. Communicate voyage details or sailing plan to <i>responsible persons ashore</i> as required
	1.6. Conduct <i>safety briefing</i> for all passengers prior to departure
	1.7. Follow voyage details or sailing plan using appropriate <i>navigational aids</i> and <i>navigational equipment</i> to ensure voyage is completed within allotted time and resource limits
	1.8. <i>Operate</i> navigational equipment and use navigational aids according to manufacturer’s specifications, adjusting for <i>individual component inaccuracies</i>
	1.9. Respond appropriately to <i>changes in marine weather conditions and unforeseen circumstances</i> to ensure safe and effective operation of the vessel
	1.10. Review and amend voyage details or sailing plan as required to ensure safe and effective operation of the vessel
	1.11. Communicate information to persons on board as required to ensure their safety and comfort during the voyage according to workplace procedures and regulations
3. Complete post voyage activities	1.12. Report completion of voyage as appropriate according to workplace procedures and regulations
	1.13. Perform <i>routine operational checks</i> of onboard navigational aids and equipment according to workplace procedures and regulations
	1.14. Communicate any concerns with appropriate personnel according to workplace procedures and regulations

## Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.

***Marine conditions and weather forecasts*** may include:

- sea state, such as wave height, wind speed and direction, etc.
- precipitation
- tides and currents
- visibility
- commercial or other marine activity
- navigation hazards, both general and area specific
- synopses, including both area and local forecasts

***Marine documentation and information*** may include:

- charts
- tide tables
- aids to navigation
- marine weather broadcasts, both general and area specific
- notices to shipping
- sailing directions, etc.

***Voyage details or sailing plan*** may include:

- vessel details, such as name, type, size, licenses, etc.
- passenger details, such as number, names, etc.
- operator's information, such as name, address, license number, etc.
- equipment carried, such as communications, safety, life saving, etc.
- trip details such as destination, times of departure and arrival, length of stay, route etc.
- knowledge of local Search and Rescue (SAR) resources and how to access them

***Tools and equipment*** may include:

- marine documentation
- navigational instruments
- communication equipment
- word processing and computer equipment, etc.

***Vessel specific requirements for safety and personal protective equipment and information*** may relate to:

- numbers and type of life jackets
- numbers and type of personal flotation devices (PFDs)
- bailers
- signalling equipment
- rescue equipment
- reboarding equipment
- paddle
- fire extinguishers
- first aid kit
- communication devices, etc.

***Responsible persons ashore*** may include:

- family
- supervisor
- wharfinger
- coast guard, etc.

***Safety briefing*** must include:

- type and location of the vessel's safety equipment
- actions in the event of an emergency, etc.
- advising clients how to call for help

***Navigational aids*** may include:

- Canadian buoyage system
- list of lights
- applicable publications, such as charts, coastal sailing directions, etc.

***Navigational equipment*** may include:

- navigational instruments
- magnetic compass
- GPS equipment
- depth sounders
- radar

***Operating*** may include:

- starting
- setup
- use of controls, such as clutter controls on radar, etc
- use and interpretation of data
- recognizing errors
- shut down

***Individual component inaccuracies*** may relate to:

- incorrect readings
- poor GPS tracking
- magnetic anomalies
- false echoes
- limitations of information provided by a single piece of equipment

***Changes in marine weather conditions and unforeseen circumstances*** may include:


- worsening conditions requiring modification to the sailing plan
- seeking more favourable conditions or temporary refuge
- illness or injury
- distress call from other vessel
- on-board emergencies

***Routine operational checks*** may include:

- power supply
  - batteries
  - verification of accuracy
  - testing according to manufacturer's instructions
  - firmware updates
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### Assessment Guide

<p>Assessment methods</p>	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li>practical assessment:             <ul style="list-style-type: none"> <li>• Direct observation of the candidate preparing and executing a voyage.</li> <li>• Simulated activities related to preparation for a voyage.</li> </ul> </li> <li> competency conversation             <ul style="list-style-type: none"> <li>• Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> </ul> </li> <li>evidence portfolio             <ul style="list-style-type: none"> <li>• Review of evidence collected and submitted by the candidate, (i.e. documents, training records, etc.)</li> </ul> </li> <li><input checked="" type="checkbox"/> test             <ul style="list-style-type: none"> <li>• Written questions to test knowledge of the planning and execution of a voyage.</li> </ul> </li> </ul>
<p>Related units</p>	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• TAG-2 Respond to marine emergencies</li> <li>• TAG-3 Operate a non pleasure small vessel</li> <li>• TAG-5 Operate maritime communications equipment</li> </ul>
<p>Knowledge to be assessed</p>	<p>For this unit, a competent candidate must know:</p> <ul style="list-style-type: none"> <li>• how to interpret marine conditions and weather forecasts</li> <li>• how to access and the correct use of marine documentation</li> <li>• types of navigational equipment and their operation</li> <li>• the preparation of a sailing plan or voyage details</li> <li>• requirements for safety and personal protective equipment when planning a voyage</li> </ul>
<p>Skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• plan a voyage, and communicate details or sailing plan</li> <li>• conduct safety briefing to any passengers on board as required</li> <li>• amend the voyage details or sailing plan appropriately due to unforeseen circumstances</li> <li>• access local search and rescue (SAR) resources if necessary</li> <li>• use navigational aids</li> <li>• operate navigational equipment</li> </ul>

<p><b>Common skills to be assessed</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• work safely</li> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with everyday problems</li> <li>• read, understand, and follow directions and instructions</li> <li>• give directions and instructions to others</li> </ul>
<p><b>Critical evidence to demonstrate competency</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• plan and execute voyages in near coastal and sheltered waters according to marine rules and regulations</li> <li>• communicate voyage details as required to others</li> <li>• use and operate a variety of navigational aids and equipment following any applicable rules and regulations</li> </ul>

Title	<b>Operate maritime communications equipment</b>
Code	<b>TAG - 5</b>
Type	<b>Marine Operations - Radio</b>

Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>• operating communications equipment</li> <li>• following marine communication procedures</li> <li>• using communication terminology</li> </ul>
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Level	<ul style="list-style-type: none"> <li>• This unit is appropriate for those who:</li> <li>• perform a variety of routine and non-routine tasks in the workplace</li> <li>• use a wide range of practical skills to complete directed work activities</li> <li>• work under limited supervision within time constraints</li> </ul>
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Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>• Tidal Angling Guide</li> <li>•</li> <li>• Co-requisite:</li> <li>• Attainment of this unit requires the candidate to complete an Industry Canada approved Restricted Operator’s Certificate- Maritime course</li> </ul>
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Elements	Performance Criteria
<b>1. Prepare for use of maritime communications equipment</b>	1.1. Access and maintain current information on <b><i>radio communication terminology</i></b> that will be used when operating maritime communication equipment
	1.2. Review the features of <b><i>Maritime Mobile Service (MMS)</i></b> for current Industry Canada procedures, protocols and regulations
	1.3. Review the <b><i>Global Maritime Distress and Safety System (GMDSS)</i></b> for current Industry Canada procedures, protocols and regulations
	1.4. Test <b><i>maritime communications equipment</i></b> to assess functionality according to manufacturers maintenance specifications
<b>2. Operate maritime commercial communications equipment</b>	1.5. Select maritime communications equipment according to <b><i>workplace requirements and operating conditions</i></b>
	1.6. Use maritime communications equipment according to workplace requirements and operating conditions
	1.7. Transmit messages clearly and precisely and in accordance with relevant protocols, regulations, and workplace procedures
	1.8. Receive and respond to incoming messages promptly and in accordance with relevant protocols, regulations, and workplace procedures
	1.9. Interpret and record received messages where required, in accordance with relevant protocols, regulations, and workplace procedures
	1.10. Maintain communication records and logs as required in accordance with relevant protocols, regulations, and workplace procedures
<b>3. Maintain and store maritime communications equipment</b>	1.11. Carry out <b><i>routine maintenance procedures and system checks</i></b> on communication equipment according to workplace requirements and manufacturer’s instructions
	1.12. Report problems, faults, and service requirements following appropriate workplace requirements and operating conditions
	1.13. Store maritime communication equipment according to workplace requirements and operating conditions

## Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.

***Radio communication terminology*** may include:

- procedural words and phrases such as over, roger, repeat, affirmative, etc.
- phonetic alphabet, such as alfa, bravo, charlie, delta, etc
- numbers expressed as words, such as one zero zero (100), etc
- times expressed as words using the 24 hour clock
- co-ordinated universal time (UTC) codes and abbreviations
- dates expressed as 6 figure groups

***The Maritime Mobile Service (MMS)*** must include:

- radiotelephone procedures
- types of communication, such as: distress, urgency, and safety; public correspondence; port operations; ship movement; inter-ship and onboard communications
- types of stations, such as ship, coast, pilot, port, marine communication and traffic services (MCTS), and rescue coordination centres
- communication frequencies, bands, and channelization
- publications, such as Radio Aids to Marine Navigation (RAMN)
- electrical and RF safety related to radio equipment

***The Global Maritime Distress and Safety System (GMDSS)*** may relate to:

- using VHF/DSC as a primary means of distress alerting, urgency and safety
- establishing routine communication to a coast and ship station
- Maritime Mobile Station Identifier (MMSI) concept and ramifications

***Maritime communications equipment*** may include:

- VHF radiotelephone transceivers
  - portable VHF radios
  - Emergency Position Indicating Radio Beacons (EPIRBs)
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- Workplace requirements and operating conditions may relate to:
    - vessel type and size
    - location and type of equipment
    - following workplace policies and procedures
    - completing workplace documentation
    - performing routine equipment checks
    - giving pre-departure briefings to others on board


***Relevant protocols, regulations, and workplace procedures*** may relate to:

- sending and receiving messages
- distress alert and cancellation of distress
- operational procedures for general communication
- use of bands and frequencies
- superfluous communications and interference
- privacy of communications

***Routine maintenance procedures*** may include:

- checking power supply
  - changing batteries
  - testing according to manufacturer's instructions
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**Assessment Guide**

<p>Assessment methods</p>	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="text-align: center;">  </div> <div> <p>practical assessment:</p> <p>competency conversation</p> <p>evidence portfolio</p> </div> </div></li> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="text-align: center;"> <input checked="" type="checkbox"/> </div> <div> <p>test</p> </div> </div></li> </ul> <ul style="list-style-type: none"> <li>• Direct observation of the candidate operating maritime communication equipment.</li> <li>• Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> <li>• Review of evidence collected and submitted by the candidate, (i.e. documents, training records etc.)</li> <li>• Written questions to test knowledge of maritime commercial communications operations and procedures.</li> </ul>
<p>Related units</p>	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• TAG-2 Respond to marine emergencies</li> <li>• TAG-6 Communicate effectively with others</li> <li>• TAG-10 Apply maritime regulations</li> </ul>
<p>Knowledge to be assessed</p>	<p>For this unit, a competent candidate must know:</p> <ul style="list-style-type: none"> <li>• radiotelephone operating procedures</li> <li>• international regulations and communication protocols applicable to radiotelephone communications between stations</li> <li>• specific regulations relating to safety of life</li> <li>• the practical operation of Global Maritime Distress and Safety System equipment for vessels engaged on voyages within the range of VHF coast stations</li> <li>• current Industry Canada regulations and procedures regarding the use of communications equipment</li> </ul>
<p>Skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• operate modern VHF/DSC radiotelephone equipment according to relevant protocols, regulations and workplace procedures</li> <li>• complete verbal distress calls and DSC alerts according to relevant protocols, regulations and workplace procedures</li> <li>• apply maritime distress, urgency, safety, and communication procedures when using maritime communications equipment</li> </ul>

<p>Common skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• work safely</li> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with everyday problems</li> <li>• read, understand, and follow directions and instructions</li> <li>• give directions and instructions to others</li> </ul>
<p><b>Critical evidence to demonstrate competency</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• operate modern VHF radiotelephone equipment according to operating procedures and regulations</li> <li>• make a distress call and DSC alert when necessary according to operating procedures and regulations</li> </ul>



Title	<b>Communicate effectively with others</b>
Code	<b>TAG - 6</b>
Type	<b>Human Resources and Communication</b>

Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>• communicating with others using verbal and non verbal methods</li> <li>• using communication technology</li> </ul>
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Level	<ul style="list-style-type: none"> <li>• This unit is appropriate for those who:</li> <li>• perform a variety of routine tasks in the workplace</li> <li>• use a limited range of practical skills to complete directed work activities</li> <li>• work under direct supervision within time constraints</li> </ul>
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Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>• Tidal Angling Guide</li> </ul>
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Elements	Performance Criteria
<p><b>1. Follow workplace communication procedures</b></p>	<p>1.1. Select <i>methods of communication</i> appropriate to the <i>circumstances and context</i> and according to <i>workplace policies and procedures</i></p> <p>1.2. Respond to instructions and enquiries within relevant timeframes according to workplace policies and procedures</p> <p>1.3. Collect information from appropriate sources to undertake work activities according to workplace policies and procedures</p> <p>1.4. Interpret written reports and information according to workplace policies and procedures</p>
<p><b>2. Use verbal and non verbal forms of communication</b></p>	<p>1.1. Use oral communication skills in a variety of appropriate contexts according to workplace policies and procedures</p> <p>1.2. Use written communication skills in a variety of appropriate contexts according to workplace policies and procedures</p> <p>1.3. Complete <i>workplace documents</i> as required according to workplace policies and procedures</p> <p>1.4. Use appropriate language, tone of voice, and grammar when communicating with others according to workplace policies and procedures</p> <p>1.5. Use appropriate body language and gestures when communicating with others, respecting cultural and social differences, according to workplace policies and procedures</p> <p>1.6. Use active listening and questioning skills in order to facilitate effective two way communication with others</p>
<p><b>3. Use communication technology</b></p>	<p>1.1. Select a range of <i>communication devices and technology</i> according to the <i>operational environment</i>, workplace policies and procedures</p> <p>1.2. Use communication devices and technology according to workplace policies and procedures</p> <p>1.3. <i>Monitor and maintain</i> communication devices and technology according to workplace policies and procedures</p> <p>1.4. Communicate any faults with communication devices and technology to appropriate personnel according to workplace policies and procedures</p>

## Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.

***Methods of communication*** may include:

- oral communication, such as speaking and listening
- body language and gestures, such as smiling, eye contact, hand gestures, etc
- written communication, such as notes, signs, pamphlets, handbooks, etc
- the use of electronic devices, such as e-mail, faxes, etc.

***Circumstances and context*** may include:

- who you are communicating with, such as colleagues, customers, supervisors, enforcement officials, etc
- location, setting, and group dynamic
- type of language for the intended audience
- emergency situations and protocols
- barriers to communication, such as language or physical disability
- cultural and social customs and differences

***Workplace policies and procedures*** may relate to:

- policies regarding how to address colleagues and customers
- policies regarding professional conduct
- professional conduct
- organizational hierarchy and chain of command
- communicating with hearing or vision impaired persons
- communicating with those with language barriers
- use of language, slang and jargon
- use of appropriate terminology
- capabilities and appropriate use of communication devices
- personal use of communication equipment, etc.
- designated information technology personnel or contractors

***Workplace documents*** may include:

- reports
- letters
- memoranda
- schedules
- logs
- e-mails
- signs and notices
- written instructions
- grievances or complaints from customers or colleagues

***Communication devices and technology*** may include:

- telephones, both land and cellular or satellite
- radios and VHF equipment, etc.
- computers, fax machines, etc
- safety and signalling equipment
- use of the internet or company intranet


***Operational environment*** may include:

- indoor work environments, such as offices and other buildings
- outdoor work environments, such as off site locations, in vehicles, on the water, etc.
- remote locations where access to communication technology is limited

***Monitoring and maintaining*** may include:

- checking or testing for regular operation
  - regularly scheduled maintenance
  - charging and changing batteries
  - replacing paper, ink and toner
  - communicating shortages of supplies
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### Assessment Guide

<p>Assessment methods</p>	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li>practical assessment:             <ul style="list-style-type: none"> <li>• Direct observation of the candidate communicating with others.</li> <li>•</li> </ul> </li> <li> competency conversation             <ul style="list-style-type: none"> <li>• Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> </ul> </li> <li>evidence portfolio             <ul style="list-style-type: none"> <li>• Review of evidence collected and submitted by the candidate, (i.e. documents, training records, etc.)</li> </ul> </li> <li><input checked="" type="checkbox"/> test             <ul style="list-style-type: none"> <li>• Written questions to test knowledge of communication techniques.</li> </ul> </li> </ul>
<p>Related units</p>	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• TAG-5 Operate maritime communications equipment</li> <li>• TAG-7 Work in a team</li> <li>• TAG-8 Deal with conflict</li> <li>• TAG-12 Interact with coastal resource users</li> <li>• TAG-18 Plan and conduct fishing trips</li> </ul>
<p>Knowledge to be assessed</p>	<p>For this unit, a competent candidate must know:</p> <ul style="list-style-type: none"> <li>• verbal methods of communication</li> <li>• non verbal methods of communication</li> <li>• policies, protocols and procedures related to communication, communication devices and technology</li> <li>• the use and routine maintenance of communication devices and technology</li> <li>• cultural and social customs and differences related to communication, such as body language, gestures, and tone of voice</li> </ul>
<p>Skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• speak and listen actively with colleagues and customers</li> <li>• communicate through writing in both traditional and electronic means with colleagues and customers</li> <li>• use a variety of communication devices and technology</li> <li>• follow policies and procedures related to communication and the use of communication devices and technology</li> </ul>

<p>Common skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• work safely</li> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with everyday problems</li> <li>• read, understand, and follow directions and instructions</li> <li>• give directions and instructions to others</li> </ul>
<p><b>Critical evidence to demonstrate competency</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• communicate with colleagues and customers using a variety of methods according to workplace policies and procedures</li> <li>• communicate with supervisors, employers and authorities using appropriate protocols and procedures</li> <li>• use and maintain a variety of types of communication devices and technology in the appropriate manner according to workplace policies and procedures</li> <li>• collect information from a range of relevant sources to undertake work responsibilities</li> </ul>

Title	<b>Work in a team</b>
Code	<b>TAG - 7</b>
Type	<b>Human Resources and Communication</b>

Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>• completing tasks under limited supervision</li> <li>• working with others as a part of a team</li> <li>• taking personal responsibility for own performance</li> <li>• contributing to team and personal development</li> </ul>
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Level	<ul style="list-style-type: none"> <li>• This unit is appropriate for those who:</li> <li>• perform a variety of routine and non-routine tasks in the workplace</li> <li>• use a wide range of practical skills to complete directed work activities</li> <li>• work under limited supervision within time constraints</li> </ul>
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Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>• Tidal Angling Guide</li> </ul>
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Elements	Performance Criteria
<p><b>1. Work effectively under limited supervision</b></p>	<p>1.1. Identify and confirm own responsibilities, duties, and work assignments according to <i>workplace policies and procedures</i></p> <p>1.2. Plan and prioritize work, considering time and resource constraints according to workplace policies and procedures</p> <p>1.3. Access and use <i>workplace documentation</i> and other resources to aid in the planning and completion of tasks to workplace standards</p> <p>1.4. Monitor work progress and communicate outcomes or any potential or real problems beyond own control/responsibility to <i>relevant personnel</i> according to workplace policies and procedures</p>
<p><b>2. Work as a team member</b></p>	<p>1.1. Participate in meeting and planning sessions for team goals and workplace objectives as required by relevant personnel and workplace policies and procedures</p> <p>1.2. Adjust timing and sequence of individual work plans and responsibilities to meet team goals or workplace objectives</p> <p>1.3. Monitor progress of team goals and workplace objectives and communicate to relevant personnel according to workplace policies and procedures</p> <p>1.4. Discuss and help solve routine and, where appropriate, non-routine problems and concerns with team members in line with team goals and workplace objectives</p> <p>1.5. Seek assistance and/or refer issues that require assistance to relevant personnel according to workplace policies and procedures</p> <p>1.6. Assist and/or coach other team members to complete tasks to meet team goals and workplace objectives</p>



- 3. Contribute to team and individual development**
- 1.7. Identify issues or concerns that arise in the team and communicate to relevant personnel according to workplace policies and procedures
  - 1.8. Share ideas and information with team members to improve the performance of the team and its members.
  - 1.9. Seek and respond to feedback on personal performance and progress from other team members or relevant personnel to improve own performance within the team
  - 1.10. Reflect on and review own performance and identify ***strategies for improvement.***
  - 1.11. Seek out opportunities for professional development to contribute to improved team and individual performance
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## Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.

***Workplace policies and procedures*** may relate to:

- individual workplace job roles, assignments, duties and areas of responsibility
- collective agreements and contracts
- company objectives, goals, strategies and budgets
- safe storage of products, equipment and materials
- cleaning procedures related to work areas and equipment
- debriefing sessions, including quality service and performance reviews
- restocking supplies
- preparation for the next day's activities
- standard operating procedures
- special customer or supervisor requests
- coordinating and communicating with other areas of the operation
- coordinating and communicating with other organizations
- codes of conduct
- cultural and social differences, such as religious beliefs, sexual orientation, or gender
- employment standards and other government legislation

***Workplace documentation*** may include:

- business plans
- regulations
- customer information and preferences
- procedures
- policies
- instruction manuals
- schedules
- required logs and records
- pamphlets and booklets


***Relevant personnel*** may include:

- supervisors
- managers
- designated team leads
- colleagues / co-workers
- authorities
- designated occupational health and safety personnel
- customers

*Strategies for improvement* may include:

- training – formal and/or informal
  - team building exercises
  - work experience
  - coaching / mentoring
  - skills assessment and gap analysis
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### Assessment Guide

<p>Assessment methods</p>	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li>practical assessment:             <ul style="list-style-type: none"> <li>• Direct observation of the candidate performing a range of tasks.</li> </ul> </li> <li> competency conversation             <ul style="list-style-type: none"> <li>• Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> </ul> </li> <li>evidence portfolio             <ul style="list-style-type: none"> <li>• Review of evidence collected and submitted by the candidate, (i.e. documents, product samples etc.)</li> </ul> </li> <li><input checked="" type="checkbox"/> test             <ul style="list-style-type: none"> <li>• Written questions to test knowledge of communication, time management, workplace procedures etc.</li> </ul> </li> </ul>
<p>Related units</p>	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• TAG-6 Communicate effectively with others</li> <li>• TAG-8 Deal with conflict situations</li> <li>• TAG-11 Work safely in the maritime environment</li> <li>• TAG-15 Follow workplace catch handling and hygiene procedures</li> </ul>
<p>Knowledge to be assessed</p>	<p>For this unit, a competent candidate must know:</p> <ul style="list-style-type: none"> <li>• organizational policies and procedures</li> <li>• relevant legislation, especially in regard to the BC Human Rights and Employment Standards Acts</li> <li>• roles and responsibilities of self and others in the workplace</li> <li>• workplace goals and objectives</li> <li>• principles of teamwork</li> </ul>
<p>Skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• take initiative and use problem solving capacity in the completion of tasks</li> <li>• develop and follow an individual and team work plan</li> <li>• work cooperatively as part of a team and provide advice and support as required</li> <li>• follow workplace policies and procedures and legislative requirements</li> <li>• communicate effectively with a diverse range of team members to clarify requirements, share information and provide advice</li> <li>• participate in individual and team development activities</li> </ul>

<p>Common skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• work safely</li> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with everyday problems</li> <li>• read, understand, and follow directions and instructions</li> <li>• give directions and instructions to others</li> </ul>
<p><b>Critical evidence to demonstrate competency</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• plan and manage their time and tasks to meet work objectives</li> <li>• work and interact effectively with others in the workplace according to workplace policies and procedures</li> <li>• take responsibility for own work within a team and quality of outcomes, team goals, and workplace objectives</li> <li>• comply with relevant legislative and regulatory requirements within the workplace</li> <li>• help solve routine and, where appropriate, non-routine problems and concerns with team members in line with team goals and workplace objectives</li> </ul>

Title	<b>Deal with conflict situations</b>
Code	<b>TAG - 8</b>
Type	<b>Human Resources and Communication</b>

Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>• identifying potential conflict situations</li> <li>• responding to conflict situations with mitigating or resolution strategies</li> <li>• monitoring and recording the outcomes of conflict situations</li> </ul>
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Level	<ul style="list-style-type: none"> <li>• This unit is appropriate for those who:</li> <li>• perform a variety of routine and non-routine tasks in the workplace</li> <li>• use a wide range of practical skills to complete directed work activities</li> <li>• work under limited supervision within time constraints</li> </ul>
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Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>• Tidal Angling Guide</li> </ul>
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Elements	Performance Criteria
<b>1. Prepare for conflict situations</b>	1.1. Clarify factors and issues that may contribute to a conflict situation or a <i>potential conflict situation</i> in the workplace
	1.2. Identify, develop and apply <i>personal stress management techniques</i> and conflict resolution strategies according to <i>workplace policies and procedures</i>
	1.3. Review <i>conflict mitigating and resolution strategies</i> according to workplace policies and procedures
<b>2. Respond to conflict situations</b>	2.1. Identify and monitor <i>signs of aggressive or hazardous behaviour</i> and assess their implications according to workplace policies and procedures
	2.2. Apply conflict mitigating and resolution techniques as appropriate according to workplace policies and procedures
	2.3. Monitor outcomes of conflict mitigation and/or resolution strategies to ensure conflict does not restart or continue
	2.4. Seek assistance when conflict escalates beyond the scope of the conflict mitigation and/or resolution strategy according to workplace policies and procedures
	2.5. Communicate escalations to <i>appropriate personnel</i> according to workplace policies and procedures
<b>3. Record and report conflict situations</b>	3.1. Communicate and document conflict situations to appropriate personnel according to workplace policies and procedures
	3.2. Maintain records of conflict situations according to workplace policies and procedures

## Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.

***Potential conflict situations*** may include:

- personal problems with self or colleagues
- communication barriers with clients e.g. disability, language, stress
- unexpected situations, such as emergency, weather change, etc.
- poor results
- competition for resource use with other users
- authorities approaching workplace or vessel, e.g. RCMP, DFO, Straitwatch, etc
- cultural differences/ cross cultural issues
- power/control issues
- dissatisfaction in group with service

***Personal stress management techniques*** may include:

- being organized
- relaxation and meditation
- exercise
- healthy eating habits
- avoiding drugs and alcohol
- regular and adequate sleep
- time away from work

***Workplace policies and procedures*** may relate to:

- policies regarding professional conduct
- policies related to reporting conflict and potential conflict
- codes of conduct
- cultural and social differences, such as religious beliefs, sexual orientation, or gender
- government legislation and regulations
- procedures for reporting conflict or threats to safety of self or others

***Conflict mitigating and resolution strategies*** may include:

- clarifying sources of conflict or perception of issues
- creating an effective atmosphere and time for discussion
- focussing on individual and shared needs
- following grievance policies and procedures
- taking a positive approach to resolution
- generating options for solving the problem
- developing a list of steps to resolution
- allowing all parties to have their say
- making mutually beneficial agreements
- parting on good terms





*Signs of aggressive or hazardous behaviour* may include:

- posture
- gestures
- use of language
- facial expression
- tone of voice
- inappropriate use of angling tools and equipment
- inappropriate handling of vessels
- threats of physical violence

*Appropriate personnel* may include:

- employer, manager, or supervisor
  - colleagues
  - authorities
  - other responsible persons
  - customers
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**Assessment Guide**

<p>Assessment methods</p>	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="font-size: 2em;">■</div> <div> <p>practical assessment:</p> </div> </div> <ul style="list-style-type: none"> <li>■ Direct observation of the candidate dealing with conflict situations.</li> </ul> </li> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="font-size: 2em;">■</div> <div> <p> competency conversation</p> </div> </div> <ul style="list-style-type: none"> <li>■ Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> </ul> </li> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="font-size: 2em;">■</div> <div> <p>evidence portfolio</p> </div> </div> <ul style="list-style-type: none"> <li>■ Review of evidence collected and submitted by the candidate, (i.e. documents, training records, etc.)</li> </ul> </li> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="font-size: 2em;">■</div> <div> <p> test</p> </div> </div> <ul style="list-style-type: none"> <li>■ Written questions to test knowledge of conflict resolution techniques.</li> </ul> </li> </ul>
<p>Related units</p>	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• TAG-6 Communicate effectively with others</li> <li>• TAG-7 Work in a team</li> <li>• TAG-12 Interact with coastal resource users</li> <li>• TAG-18 Plan and conduct fishing</li> </ul>
<p>Knowledge to be assessed</p>	<p>For this unit, a competent candidate must know:</p> <ul style="list-style-type: none"> <li>• signs of aggressive or hazardous behaviour</li> <li>• potential sources of conflict</li> <li>• techniques and strategies to mitigate and resolve conflict</li> <li>• personal stress management techniques</li> <li>• implications of conflict situations</li> <li>• workplace policies and procedures related to conflict resolution and interpersonal relations</li> </ul>
<p>Skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• identify potential conflict situations</li> <li>• assess risk to safety of self and others</li> <li>• apply mitigation strategies to prevent escalations in conflict</li> <li>• apply conflict resolution techniques during day to day operations</li> <li>• request assistance when needed to resolve conflict in a timely and professional manner</li> <li>• communicate any unresolved matters or escalations in conflict to appropriate personnel</li> <li>• monitor and report on the outcomes of conflict situations</li> </ul>

<p>Common skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• work safely</li> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with everyday problems</li> <li>• read, understand, and follow directions and instructions</li> <li>• give directions and instructions to others</li> </ul>
<p><b>Critical evidence to demonstrate competency</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• identify and proactively deal with potential sources of conflict</li> <li>• respond to conflict situations safely, professionally, and according to workplace policies and procedures</li> <li>• effectively resolve conflict situations encountered in day to day operations</li> <li>• monitor and report conflict situations according to workplace policies and procedures</li> </ul>

Title	<b>Develop and maintain tourism industry knowledge</b>
Code	<b>TAG - 9</b>
Type	<b>Professional Development and Enhancement</b>

Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>• accessing information on the tourism industry through a range of sources</li> <li>• developing and maintaining knowledge of the tourism industry</li> <li>• using this information to improve own performance</li> </ul>
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Level	<ul style="list-style-type: none"> <li>• This unit is appropriate for those who:</li> <li>• perform a variety of routine and non-routine tasks in the workplace</li> <li>• use a wide range of practical skills to complete directed work activities</li> <li>• work under limited supervision within time constraints</li> </ul>
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Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>• Tidal Angling Guide</li> </ul>
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Elements	Performance Criteria
1. Access and develop information on the tourism industry	1.1. Access <i>sources of information</i> related to the tourism industry to ensure up to date information is used when required
	1.2. Research the <i>effects and benefits</i> of tourism as it relates to the local economy and the role of the specific sector within the wider tourism industry
	1.3. Monitor <i>trends and developments</i> relating to the tourism industry in order to identify key issues and concerns in the local area and work environment
	1.4. Undertake a personal professional development plan to develop and regularly update tourism industry knowledge
2. Apply tourism industry knowledge	1.5. Research and record <i>opportunities to promote tourism</i> in the local area and work environment
	1.6. Assess and share industry information with relevant personnel to realize opportunities to promote tourism in the local area and work environment
	1.7. Maintain and communicate accurate and comprehensive information on the tourism industry in the local area and work environment
3. Maintain industry networks	1.8. Research and identify relevant industry networks and personnel to access and update tourism industry knowledge
	1.9. Participate in <i>industry networks and associations</i> , where relevant to maintain industry knowledge
	1.10. Maintain communication with networks and associations to ensure industry knowledge is up to date and to access current industry information where required

### Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.

***Information sources*** may include:

- internet and libraries
- media
- reference books
- industry magazines and journals
- industry associations
- information services
- personal observation and experience
- colleagues, supervisors and managers
- industry contacts, mentors and advisers
- training providers

***Effects and benefits*** may include:

- revenue to local area
- opportunities for employment and new business
- population stability - encourages local residents to stay in area
- development of new facilities and infrastructure
- clients' satisfaction
- image of area
- new and return visits
- educational and multicultural experiences for residents and clients
- community spirit
- residents' pride in and awareness of community strengths
- impact on local environment (positive and negative)

***Trends and developments*** may relate to:

- industry initiatives
- government initiatives
- emerging markets
- environmental and social issues
- labour issues
- food and dining trends
- environmental sustainability
- management practices
- industry expansion or retraction
- legislation
- safety
- market intelligence
- employment


***Opportunities to promote tourism*** may include:

- trade shows
- group marketing activities, such as participation in destination marketing organization activities
- word of mouth
- positive client experiences
- traditional and emerging media
- tourism trends nationally and internationally e.g. eco-tourism
- growth areas

***Industry networks and associations may include:***

- destination marketing associations
  - local business associations
  - professional associations
  - social networking groups
  - local chambers of commerce
  - government ministries and agencies
  - tourism human resource organizations
  - sector councils
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**Assessment Guide**

<p>Assessment methods</p>	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li>practical assessment:             <ul style="list-style-type: none"> <li>• Direct observation of the candidate using tourism industry knowledge</li> </ul> </li> <li> competency conversation             <ul style="list-style-type: none"> <li>• Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> </ul> </li> <li>evidence portfolio             <ul style="list-style-type: none"> <li>• Review of evidence collected and submitted by the candidate, (i.e. documents, training records, memberships, etc.)</li> </ul> </li> <li><input checked="" type="checkbox"/> test             <ul style="list-style-type: none"> <li>• Written questions to test knowledge of tourism industry knowledge</li> </ul> </li> </ul>
<p>Related units</p>	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• TAG-6 Communicate effectively with others</li> <li>• TAG-12 Interact with coastal resource users</li> <li>• TAG-13 Interact with the coastal environment</li> </ul>
<p>Knowledge to be assessed</p>	<p>For this unit, a competent candidate must know:</p> <ul style="list-style-type: none"> <li>• general tourism information with more detailed knowledge of the local area</li> <li>• the effects of tourism on the local economy</li> <li>• new and emerging trends and issues in the local tourism industry</li> <li>• where to locate sources of information relating to the tourism industry</li> <li>• current rules and regulations related to the tourism industry</li> </ul>
<p>Skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• research relevant information about the tourism industry</li> <li>• develop and maintain networks in the tourism industry</li> <li>• communicate information to colleagues and customers</li> </ul>
<p>Common skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with everyday problems</li> <li>• read, understand, and follow directions and instructions</li> </ul>



**Critical  
evidence to  
demonstrate  
competency**

For this unit, a competent candidate must be able to:

- access, interpret, and use information from a variety of sources regarding the tourism industry in the local area
- maintain contact with local industry networks, personnel and associations where relevant
- develop a professional development strategy that includes maintaining general knowledge of the tourism industry, with specific knowledge of the local area and working environment.

Title	<b>Apply maritime regulations</b>
Code	<b>TAG - 10</b>
Type	<b>Government Regulations and Legislation</b>

Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>• accessing and reviewing relevant maritime regulations</li> <li>• following applicable maritime regulations</li> <li>• responding to violations of maritime regulations</li> <li>• reporting violations to maritime regulations</li> </ul>
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Level	<ul style="list-style-type: none"> <li>• This unit is appropriate for those who:</li> <li>• perform a variety of routine and non-routine tasks in the workplace</li> <li>• use a wide range of practical skills to complete directed work activities</li> <li>• work under limited supervision within time constraints</li> </ul>
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Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>• Tidal Angling Guide</li> </ul>
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Elements	Performance Criteria
1. <b>Access and review maritime regulations</b>	<p>1.1. Identify and access <i>regulations related to marine operations and tidal angling</i> to ensure current information in relation to regulatory requirements of working in the maritime environment is readily available</p> <p>1.2. Store and update documentation related to applicable regulations on board vessel according to <i>current law, workplace policies and procedures</i></p> <p>1.3. Analyze maritime and tidal angling regulations to ensure compliance according to current law, workplace policies and procedures</p>
2. <b>Follow maritime regulations</b>	<p>2.1. Follow workplace policies and procedures to ensure vessel operation and other work activities are in compliance with maritime and tidal angling regulations</p> <p>2.2. Communicate maritime and tidal angling regulations to customers and other persons on board to ensure compliance before and during a voyage</p> <p>2.3. Monitor actions of others to ensure compliance with relevant maritime and tidal angling regulations according to current law, workplace policies and procedures</p> <p>2.4. Intervene and take appropriate action, according to workplace policies and procedures, when actions of others are non-compliant with maritime and tidal angling regulations</p>
3. <b>Report regulatory violations</b>	<p>3.1. <i>Report violations</i> of maritime and tidal angling regulations to appropriate <i>designated persons</i> as required by current law, workplace policies and procedures</p> <p>3.2. Maintain accurate and timely <i>records of violations</i> of maritime and tidal angling regulations according to current law, workplace policies and procedures and regulatory requirements</p> <p>3.3. Ensure confidentiality and security of records of violations according to current law, workplace policies and procedures and regulatory requirements</p>

## Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.

***Regulations related to marine operations and tidal angling*** may include:

- rules and regulations related to vessel safety and operations
- licensing requirements
- required Transport Canada and Industry Canada certifications
- workplace specific requirements
- laws pertaining to government workplace requirements (Health Canada, Transport Canada, Worksafe, etc)
- Sport Fishing Guide (Fisheries Act, BC Sport Fishing regulations, Marine Mammals, Oceans Act)
- Recognition and awareness of liability and necessity for appropriate insurance coverage
- 

***Current law, workplace policies and procedures*** may relate to:

- rationale for having regulations
- personal and public safety concerns
- checking for applicable updates to regulations
- consequences and impacts of not following regulations
- where to find sources of detailed and current local information
- requirements for licenses and certification documents on vessels
- policies regarding reporting non compliance or violations
- procedures related to safety of self or others
- communication protocols and contacts
- emergency procedures
- pre trip briefings
- procedures for intervention in the event of non compliance or violations
- government regulations
- federal and provincial laws

***Reporting violations*** may relate to:

- identifying and documenting critical and necessary information
- assessing the critical importance and method of reporting
- communicating information in a timely manner to the appropriate authorities or personnel
- completing logs or other workplace documents


***Designated persons*** may include:

- employer or supervisor
- government agencies
- authorities, etc.

*Records of violations* may include:

- photographs
  - written reports or logs
  - specimens
  - videos
  - witnesses, etc.
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**Assessment Guide**

<p>Assessment methods</p>	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="text-align: right;">practical assessment:</div> <ul style="list-style-type: none"> <li>• Direct observation of the candidate.</li> </ul> </div> </li> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="text-align: right;">                      competency conversation                 </div> <ul style="list-style-type: none"> <li>• Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> </ul> </div> </li> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="text-align: right;">evidence portfolio</div> <ul style="list-style-type: none"> <li>• Review of evidence collected and submitted by the candidate, (i.e. documents, etc.)</li> </ul> </div> </li> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="text-align: right;"> <input checked="" type="checkbox"/> test                 </div> <ul style="list-style-type: none"> <li>• Written questions to test knowledge of regulatory activities.</li> </ul> </div> </li> </ul>
<p>Related units</p>	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• TAG-6 Communicate effectively with others</li> <li>• TAG-9 Develop and maintain tourism industry knowledge</li> <li>• TAG-10 Apply maritime regulations</li> <li>• TAG-11 Work safely in the maritime environment</li> <li>• TAG -12 Interact with coastal resource users</li> <li>• TAG-13 Interact with the coastal environment</li> <li>• TAG-14 Demonstrate stewardship of the coastal environment and fishery resources</li> <li>• TAG-15 Follow workplace catch handling and hygiene procedures</li> <li>• TAG-17 Use sustainable angling techniques</li> <li>• TAG-18 Plan and conduct fishing trips</li> </ul>
<p>Knowledge to be assessed</p>	<p>For this unit, a competent candidate must know:</p> <ul style="list-style-type: none"> <li>• current law, rules and regulations related to marine operations and the tidal angling industry</li> <li>• current law, workplace policies and procedures related to occupational health and safety</li> <li>• current law, workplace policies and procedures related to reporting violations</li> <li>• rationale for having regulations</li> <li>• impact or consequences of not following regulations</li> <li>• methods for reporting regulatory non-compliance</li> </ul>

<p>Skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• identify and access relevant rules and regulations</li> <li>• follow applicable rules and regulations</li> <li>• follow workplace policies and procedures related to regulations</li> <li>• document and report violations to applicable rules and regulations</li> <li>• communicate rules and regulations to other persons</li> <li>• apply intervention strategies in the event of non compliance or violation of regulations</li> </ul>
<p>Common skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• work safely</li> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with everyday problems</li> <li>• read, understand, and follow directions and instructions</li> <li>• give directions and instructions to others</li> </ul>
<p><b>Critical evidence to demonstrate competency</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• access and follow all maritime and tidal angling rules and regulations according to current law, workplace policies and procedures</li> <li>• inform and instruct others of all applicable maritime and tidal angling rules and regulations</li> <li>• document and report and violations of maritime and tidal angling rules and regulations as necessary to appropriate personnel</li> <li>• intervene in the case of regulatory non-compliance according to current law, workplace policies and procedures</li> </ul>

Title	<b>Work safely in a maritime environment</b>
Code	TAG - 11
Type	Occupational Health and Safety
Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>• identifying, assessing and controlling hazards and safety risks in the workplace</li> <li>• following workplace safety procedures when working in a maritime environment</li> <li>• using safety and personal protective equipment when working in a maritime environment</li> <li>• reporting health and safety risks in the workplace</li> </ul>
Level	<ul style="list-style-type: none"> <li>• This unit is appropriate for those who:</li> <li>• perform a variety of routine tasks in the workplace</li> <li>• use a limited range of practical skills to complete directed work activities</li> <li>• work under direct supervision within time constraints</li> </ul>
Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>• Tidal Angling Guide</li> </ul>



Elements	Performance Criteria
<p>1. <b>Review and use workplace safety information</b></p>	<p>1.1. Review <i>Worksafe British Columbia rules and regulations</i> relevant to working in a maritime environment to enable an assessment of workplace hazards and safety risks</p> <p>1.2. Access information on <i>individual roles and responsibilities in relation to workplace safety</i> according to <i>workplace policies and procedures</i></p> <p>1.3. Report problems with accessing information about workplace safety to appropriate personnel to ensure current information is readily available</p> <p>1.4. Participate in meetings, drills, and activities to ensure workplace safety issues are addressed and to provide feedback on workplace safety plans and procedures</p>
<p>2. <b>Follow workplace safety procedures</b></p>	<p>2.1. Identify and assess <i>safety risks and hazards</i> according to workplace policies and procedures</p> <p>2.2. Apply appropriate measures to ensure <i>workplace safety</i> according to workplace policies and procedures</p> <p>2.3. Handle and store chemicals, fuels and other dangerous substances according to workplace policies and procedures and legislative requirements</p> <p>2.4. Report safety risks and hazards beyond the responsibility and control of individual staff member to appropriate personnel immediately for follow up</p>
<p>3. <b>Use safety equipment and personal protective equipment</b></p>	<p>3.1. Select correct <i>safety and personal protective equipment</i> for use according to workplace policies and procedures and legislative requirements</p> <p>3.2. Adjust safety and personal protective equipment of self and others to ensure optimal performance of equipment according to manufacturer’s specifications, workplace policies and procedures</p> <p>3.3. Demonstrate use of safety and personal protective equipment to others according to workplace policies and procedures</p> <p>3.4. Use safety and personal protective equipment according to workplace policies and procedures</p> <p>3.5. Monitor use of safety and personal protective equipment to ensure safety of others on a vessel or in a maritime environment</p>

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|---|--|
| 4. <b>Maintain safety equipment and personal protective emergency equipment</b> | 4.1. <b><i>Monitor and maintain</i></b> safety equipment and personal protective equipment according to manufacturer’s specifications, workplace policies and procedures |
|   | 4.2. Identify and report worn, defective and expired safety equipment and personal protective equipment as necessary   |
|   | 4.3. Store safety equipment and personal protective equipment according to manufacturer’s specifications, workplace policies and procedures                              |
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## Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.

- Worksafe British Columbia rules and regulations may relate to:
- regulations and codes of practice relating to hazards present in the workplace or industry
- general duty of care under occupational health and safety legislation and common law
- provisions relating to roles and responsibilities of health and safety representatives and/or occupational health and safety committees
- provisions relating to occupational health and safety issue resolution
- specific regulations regarding life jackets and other safety and personal protective equipment

***Individual roles and responsibilities in relation to workplace safety*** may include:

- recognizing and reporting hazards
- using workplace equipment according to manufacturer's guidelines
- sharing knowledge and skills with others in the workplace
- wearing safety or personal protective equipment (PPE)
- following workplace policies and procedures
- interacting with designated Occupational Health and Safety personnel

***Workplace policies and procedures*** may relate to:

- workplace occupational health and safety symbols and signs
- hazard reporting procedures
- job procedures and safe work instructions
- emergency procedures
- procedures for working on or near water
- procedures for working alone
- incident and near miss reporting and recording procedures
- input on occupational health and safety issues
- correct selection, use, storage and maintenance procedures for safety and personal protective equipment
- risk control procedures
- workplace conflict
- bullying and harassment
- designated Occupational Health and Safety personnel
- government legislation and regulations regarding Occupational Health and Safety

***Safety risks and hazards*** may include:

- falls, trips and slips
- moving objects in area
- noise
- lifting and carrying of heavy objects
- dangerous seas/weather
- inadequate training
- falling into the water
- sinking or capsized vessel
- sharp instruments, knives, or tackle
- exposure to heat, cold, UV
- chemical, dust, contaminants
- animals/marine life
- unguarded machinery
- heights (ladders)
- fire
- spills
- loose hand rails or stairs
- curling mats
- live or frayed electrical cords/wiring
- damaged lines or ropes
- stowage of hoses, angling equipment, etc)

***Workplace safety*** may relate to:

- checking equipment and work area before work commences and during work
- on-the-job housekeeping checks (spills, loose hand rails, curling mats, frayed electrical cords, damaged lines or ropes, stowage of hoses, angling equipment, etc)
- reporting / documenting concerns
- notifying designated personnel
- safe posture and movements, including sitting, standing and bending
- use of safe manual handling techniques for such things as lifting and transferring
- designated breaks
- task rotation
- safe use of knives and angling equipment
- safe operation of watercraft and propulsion equipment
- safe handling of fuel, chemicals, and dangerous materials
- attention to safety signage
- hazards relating to the physical environment – such as docks, aircraft, etc.
- workplace conflict and stress prevention
- bullying and harassment prevention

***Appropriate personnel*** may include:

- supervisors
- managers
- designated occupational health and safety officers
- other persons authorized or nominated by the workplace or industry to perform, approve, inspect, or direct specific work





***Safety and personal protective equipment*** must include:

- life jackets
- bailers
- signalling equipment
- rescue equipment
- reboarding equipment
- paddle
- fire extinguishers
- first aid kit
- communication devices, etc.
- navigational aids and equipment
- sunscreen, sunglasses, etc.
- rain gear
- ear protection

***Monitoring and maintaining equipment*** may include:

- checking quantities
  - location and accessibility
  - operational
  - being fully charged
  - having current certification date, valid tags, etc,
  - replacing batteries
  - performing routine scheduled maintenance
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### Assessment Guide

<p>Assessment methods</p>	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="text-align: center;">  </div> <div> <p>practical assessment:</p> <ul style="list-style-type: none"> <li>• Direct observation of the challenger following safe work practices in a maritime environment.</li> <li>•</li> </ul> </div> </div> </li> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="text-align: center;">  </div> <div> <p>competency conversation</p> <ul style="list-style-type: none"> <li>• Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> </ul> </div> </div> </li> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="text-align: center;">  </div> <div> <p>evidence portfolio</p> <ul style="list-style-type: none"> <li>• Review of evidence collected and submitted by the challenger, (i.e. documents, training records, etc.)</li> </ul> </div> </div> </li> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="text-align: center;">  </div> <div> <p>test</p> <ul style="list-style-type: none"> <li>• Written questions to test knowledge of workplace safety practices.</li> </ul> </div> </div> </li> </ul>
<p>Related units</p>	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• TAG-3 Operate a non pleasure small vessel</li> <li>• TAG-10 Apply maritime regulations</li> <li>• TAG-15 Follow workplace catch handling and hygiene procedures</li> <li>• TAG-16 Use and maintain angling tools and equipment</li> <li>• TAG-17 Use sustainable angling techniques</li> <li>• TAG-18 Plan and conduct fishing trips</li> </ul>
<p>Knowledge to be assessed</p>	<p>For this unit, a competent candidate must know:</p> <ul style="list-style-type: none"> <li>• legal rights and responsibilities of workplace parties in relation to safe work practices</li> <li>• ways in which occupational health and safety is managed in the workplace, and legal requirements</li> <li>• where to locate workplace safety policies and procedures electronically or in hard copy</li> <li>• a wide range of potential workplace hazards and safety risks</li> <li>• workplace occupational health and safety symbols and signs</li> <li>• designated workplace personnel responsible for occupational health and safety</li> <li>• correct use of safety and personal protective equipment (PPE)</li> </ul>
<p>Skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• communicate safety issues to different audiences, such as colleagues, management, safety representatives, inspectors</li> <li>• select and use safety and PPE equipment</li> <li>• identify worn, defective and expired safety equipment</li> <li>• identify potential hazards and risks according to workplace guidelines</li> </ul>

<p>Common skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• work safely and according to workplace requirements</li> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with everyday problems</li> <li>• read, understand, and follow directions and instructions</li> <li>• give directions and instructions to others</li> </ul>
<p><b>Critical evidence to demonstrate competency</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate and maintain knowledge of the Workplace Hazardous Materials Information System (WHMIS) program</li> <li>• apply relevant workplace safety policies and procedures at all times to ensure the safety of self and others</li> <li>• identify, monitor and report , where relevant, hazards and apply control measures according to workplace requirements</li> <li>• use and adjust safety and personal protective equipment (PPE) correctly</li> </ul>

Title	<b>Interact with outdoor resource users</b>
Code	<b>TAG - 12</b>
Type	<b>Outdoor Activities and Environments</b>

Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>interacting with other users of coastal resources</li> </ul>
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Level	<ul style="list-style-type: none"> <li>This unit is appropriate for those who:</li> <li>perform a variety of routine tasks in the workplace</li> <li>use a limited range of practical skills to complete directed work activities</li> <li>work under direct supervision within time constraints</li> </ul>
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Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>Tidal Angling Guide</li> </ul>
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Elements	Performance Criteria
<p>1. <b>Maintain knowledge about other outdoor resource users</b></p>	<p>1.1. Access information, maintain and update knowledge of <b><i>potential other users of coastal resources</i></b> within the local operating environment</p> <p>1.2. Access current information and maintain knowledge of <b><i>potential times and areas of interaction</i></b> with other coastal resource users</p> <p>1.3. Report and record information about other outdoor resource users as required to assist in ensuring effective operation in the local environment</p>
<p>2. <b>Respond to other outdoor resource users</b></p>	<p>2.1. <b><i>Communicate and interact</i></b> with other coastal resource users according to workplace policies and procedures and government regulations</p> <p>2.2. Supervise the activities of clients and other colleagues as necessary in their interactions with other coastal resource users according to workplace policies and procedures</p> <p>2.3. Use strategies and techniques for avoiding and resolving conflict and potential conflict with other coastal users to ensure workplace safety is maintained at all times</p> <p>2.4. <b><i>Respond to conflict</i></b> or potential conflict with other coastal resource users according to workplace policies and procedures and to ensure workplace safety is maintained at all times</p> <p>2.5. <b><i>Record and report</i></b> any <b><i>significant incidents</i></b> with other coastal resource users to appropriate personnel according to workplace policies and procedures</p>

## Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.

***Potential overlapping users of coastal resources*** may include:

- log booms
- tugboats
- barges
- commercial fishing boats
- ferries and other passenger vessels
- cruise ships
- recreational motorized watercraft
- scuba divers
- kayaks
- sailboats
- government authorities
- First Nations
- float planes
- other recreational anglers
- commercial freighters
- fish farms, etc.

***Obtaining current knowledge*** may include:

- ferry schedules
- fishery notices
- radio broadcasts
- government websites
- local networks, etc.

***Potential times and areas of interaction*** may include:

- fishing openings, (such as commercial, recreational, first nations, etc.)
- shipping lanes
- special events (derbies, fireworks, marine competition, festivals)
- marine protected areas, etc.

***Communicating and interacting*** may relate to:

- sharing information
- offering assistance if required
- radio communication
- observing informal codes of conduct and local community relationships, etc.

***Workplace policies and procedures*** may relate to:

- policies regarding professional conduct
- policies related to reporting conflict and potential conflict
- codes of conduct
- government legislation and regulations
- procedures for reporting conflict or threats to safety of self or others
- regulations regarding interaction with and proximity to marine life
- regulations regarding interaction with and proximity to other vessels
- collision regulations



***Responding to conflict*** may include:

- assessing safety concerns
- timing to address and/or engage in resolution
- using conflict resolution techniques as appropriate
- identifying opportunities to mitigate future similar conflicts, etc.

***Significant incidents*** may include:

- collision or close calls
  - verbal abuse
  - threats to public or personal safety
  - unsafe practices
  - violations; etc.
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**Assessment Guide**

<p>Assessment methods</p>	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="text-align: center;">  </div> <div> <p>practical assessment:</p> <p>competency conversation</p> <p>evidence portfolio</p> </div> </div></li> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="text-align: center;">  </div> <div> <p>test</p> </div> </div></li> </ul> <ul style="list-style-type: none"> <li>• Direct observation of the candidate interacting with other coastal resource users.</li> <li>• Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> <li>• Review of evidence collected and submitted by the candidate, (i.e. documents, product samples etc.)</li> <li>• Written questions to test knowledge of other coastal resource users.</li> </ul>
<p>Related units</p>	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• TAG-6 Communicate effectively with others</li> <li>• TAG-7 Work in a team</li> <li>• TAG-8 Deal with conflict</li> <li>• TAG-9 Develop and maintain tourism industry knowledge</li> <li>• TAG-11 Work safely in the maritime environment</li> <li>• TAG-13 Interact with the coastal environment</li> <li>• TAG-14 Demonstrate stewardship of the coastal environment and fishery resources</li> <li>• TAG-15 Follow workplace catch handling and hygiene procedures</li> </ul>
<p>Knowledge to be assessed</p>	<p>For this unit, a competent candidate must know::</p> <ul style="list-style-type: none"> <li>• where to access information on potential other users of coastal resources</li> <li>• areas and issues of conflict that may arise while using coastal resources</li> <li>• strategies and techniques for avoiding and resolving conflict with other coastal resource users</li> <li>• significant times and areas of use of coastal resources</li> <li>• rules and regulations related to the use of coastal resources</li> </ul>
<p>Skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• maintain current information on potential other users of coastal resources, particularly in the local operating environment</li> <li>• plan activities to minimize potential for conflict with other users of outdoor resources</li> <li>• communicate information to clients and colleagues</li> <li>• interact with other users of coastal resources appropriately and effectively</li> </ul>
<p>Common skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p>

	<ul style="list-style-type: none"> <li>• work safely</li> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with everyday problems</li> <li>• read, understand, and follow directions and instructions</li> <li>• give directions and instructions to others</li> </ul>
<p><b>Critical evidence to demonstrate competency</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• interact effectively with other coastal resource users while conducting a variety of outdoor activities</li> <li>• supervise the activities of clients and other colleagues as necessary in their interactions with other users of coastal resources</li> <li>• avoid and respond to potential or actual conflicts with other coastal resource users according to workplace requirements</li> </ul>

Title	<b>Interact with the coastal environment</b>
Code	<b>TAG - 13</b>
Type	<b>Outdoor Activities and Environments</b>

Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>• accessing and monitoring information about the B.C. coastal environment</li> <li>• accessing information and maintaining knowledge of the B.C. coastal marine species, plant and animal life</li> <li>• interacting with the local environment and marine life according to current regulations</li> </ul>
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Level	<ul style="list-style-type: none"> <li>• This unit is appropriate for those who:</li> <li>• perform a variety of routine tasks in the workplace</li> <li>• use a limited range of practical skills to complete directed work activities</li> <li>• work under direct supervision within time constraints</li> </ul>
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Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>• Tidal Angling Guide</li> </ul>
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Elements	Performance Criteria
1. <b>Maintain current knowledge of the local coastal environment</b>	1.1. Access and regularly monitor current information on the <b><i>local physical environment</i></b> to enable safe and effective operation in the local area
	1.2. Access current information on <b><i>local marine and terrestrial flora and fauna</i></b> and their general <b><i>habitats, biological status, and traits</i></b> to enable the safe and environmentally sustainable operation in the local area
	1.3. Access and regularly monitor current and information <b><i>unique to the local area and its residents</i></b> to enable the safe and effective operation in the local area
2. <b>Identify BC coastal marine species</b>	2.1. Identify and provide advice on <b><i>common B.C. coastal fish and shellfish species</i></b> encountered while recreationally fishing
	2.2. Identify and provide advice on <b><i>other local marine species</i></b>
	2.3. Maintain knowledge and provide advice on the relevant <b><i>applicable regulations</i></b> related to local species and the coastal environment
	2.4.
3. <b>Operate in the local coastal environment</b>	3.1. Interact and work within the local physical environment according to <b><i>workplace policies and procedures</i></b> and applicable regulations
	3.2. Interact with local marine and terrestrial flora and fauna according to workplace policies and procedures and applicable regulations
	3.3. Instruct and supervise the interaction of clients and colleagues while interacting with the coastal environment
	3.4. Communicate and document as required any <b><i>changes in the local environment</i></b> to <b><i>appropriate personnel</i></b> as necessary according to workplace policies and procedures and applicable regulations

## Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.

***Local physical environment*** may include:

- geography
- geology
- tides
- currents
- rivers
- topography
- landmarks
- shipwrecks
- lighthouses
- marine protected areas, etc.

***Local marine and terrestrial flora and fauna*** may include:

- birds
- plant life
- wildlife
- marine mammals, etc.

***Habitats, biological status, and traits*** may include:

- estuaries
- tidal zones
- life cycles
- population
- location, such as depth, bottom composition, etc.
- feeding habits and preferences
- schooling behaviour, etc.

***Knowledge unique to the local area and its residents*** may include:

- history
- first nation
- culture
- local communities
- local legends and lore, etc.

***Common B.C. coastal fish and shellfish species*** include:

- salmonid species, such as Chinook, Coho, sockeye, pink, chum, steelhead
- bottom fish, such as halibut, ling cod, rock fish, flounder, etc.
- prawns and shrimp
- crab, such as Red Rock or Dungeness



***Other local marine species*** may include:

- fish and shellfish species as noted in the Sport Fishing Guide
- marine mammals
- bird life
- common marine plants, such as kelp, etc.

***Applicable regulations*** may include:

- time and area of closures
- protected species
- limits, such as size, quantities, etc.
- avoidance of certain species
- health concerns such as contamination, etc.

***Workplace policies and procedures*** may relate to:

- current knowledge of local regulations
- training
- codes of conduct
- personal and public safety
- policies and regulations regarding marine species
- policies and regulations concerning pollution and environmental stewardship
- policies and regulations concerning marine mammals and other wildlife
- policies and procedures for reporting concerns


***Changes in the local environment*** may include:

- unusual and special events
- potential hazards
- biological event (water colour, temperature changes, unusual species)
- pollution, etc.

***Appropriate personnel*** may include:

- employer or supervisor
  - colleagues
  - government agencies
  - clients, etc.
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### Assessment Guide

<p>Assessment methods</p>	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="margin-right: 10px;">practical assessment:</div> <ul style="list-style-type: none"> <li>• Direct observation of the candidate interacting with the local environment.</li> </ul> </div> </li> <li> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="margin-right: 10px;"> competency conversation</div> <ul style="list-style-type: none"> <li>• Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> </ul> </div> </li> <li> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="margin-right: 10px;">evidence portfolio</div> <ul style="list-style-type: none"> <li>• Review of evidence collected and submitted by the candidate, (i.e. documents, training records, etc.)</li> </ul> </div> </li> <li> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"><input checked="" type="checkbox"/> test</div> <ul style="list-style-type: none"> <li>• Written questions to test knowledge of the local environment.</li> </ul> </div> </li> </ul>
<p>Related units</p>	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• TAG-6 Communicate effectively with others</li> <li>• TAG-7 Work in a team</li> <li>• TAG-9 Develop and maintain tourism industry knowledge</li> <li>• TAG-10 Apply maritime regulations</li> <li>• TAG-11 Work safely in the maritime environment</li> <li>• TAG-14 Demonstrate stewardship of the coastal environment and fishery resources</li> <li>• TAG-15 Follow workplace catch handling and hygiene procedures</li> <li>• TAG-16 Use and maintain angling tools and equipment</li> <li>• TAG-17 Use sustainable angling techniques</li> <li>• TAG-18 Plan and conduct fishing trips</li> </ul>
<p>Knowledge to be assessed</p>	<p>For this unit, a competent candidate must know:</p> <ul style="list-style-type: none"> <li>• general knowledge of the coastal physical environment, with specific knowledge of the area in which they operate</li> <li>• information of special significance to the local area</li> <li>• regulations and requirements related to the local area</li> <li>• general knowledge of marine species common to the BC coast</li> <li>• specific detailed knowledge of common BC fish and shellfish species</li> <li>• habitats and traits of local marine species</li> <li>• rules and regulations related to local marine species</li> </ul>

<p>Skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• access and maintain knowledge of the local coastal environment, flora and fauna, and areas of special significance</li> <li>• identify a variety of local marine species encountered while operating in the local environment</li> <li>• identify all common BC recreational fish and shellfish species encountered while operating in the local environment</li> <li>• access and maintain knowledge of the habitats of a variety of local marine, plant and animal species</li> <li>• communicate information about the local coastal environment to clients and colleagues</li> <li>• monitor any changes in the local environment</li> <li>• follow regulations while operating in the local area</li> </ul>
<p>Common skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• work safely</li> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with everyday problems</li> <li>• read, understand, and follow directions and instructions</li> <li>• give directions and instructions to others</li> </ul>
<p><b>Critical evidence to demonstrate competency</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• maintain knowledge about the local coastal area</li> <li>• interact with the local coastal environment safely according to workplace requirements and government regulations</li> <li>• instruct and supervise the interaction of clients and colleagues while interacting with the coastal environment</li> <li>• communicate information about or changes to the local coastal environment according to workplace requirements and government regulations</li> </ul>

Title	<b>Demonstrate stewardship of the coastal environment and fishery resources</b>
Code	<b>TAG - 14</b>
Type	<b>Government Regulations and Legislation</b>

Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>• working effectively in the coastal eco-system and with fishery resources</li> <li>• operating environmentally and sustainably</li> <li>• participating in the stewardship of the coastal environment and fishery resources</li> </ul>
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Level	<ul style="list-style-type: none"> <li>• This unit is appropriate for those who:</li> <li>• perform a variety of routine and non-routine tasks in the workplace</li> <li>• use a wide range of practical skills to complete directed work activities</li> <li>• work under limited supervision within time constraints</li> </ul>
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Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>• Tidal Angling Guide</li> </ul>
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Elements	Performance Criteria
1. <b>Demonstrate a respectful relationship with the coastal eco-system</b>	<p>1.1. Source, access and use information about <b><i>factors impacting the local environment and coastal eco-system</i></b> in British Columbia to ensure effective and sustainable operation in the workplace and local area</p> <p>1.2. Follow <b><i>environmentally responsible and sustainable practices</i></b> when working in the local coastal environment and workplace</p> <p>1.3. Communicate the importance of environmentally sustainable behaviour to others according to <b><i>workplace policies and procedures</i></b></p>
2. <b>Participate in the management of fishery resources</b>	<p>2.1. Source and access current information on the <b><i>life cycle, behaviour, and biological status</i></b> of common B.C. coastal fish and shellfish species</p> <p>2.2. Review the <b><i>principles of fisheries management</i></b> to ensure compliance with current regulations according to workplace policies and procedures</p> <p>2.3. Source and access current information on, and advise others where relevant of <b><i>current factors influencing the management of fishery resources and processes and policies</i></b> related to recreational fishing in British Columbia</p> <p>2.4. Communicate the <b><i>purpose and rationale of maintaining catch records and biological samples</i></b> to clients and colleagues according to workplace policies and procedures</p> <p>2.5. Collect and submit <b><i>catch records and biological samples</i></b> as necessary according to regulations, workplace policies and procedure</p>

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| <p>3. Follow environmentally responsible and sustainable fishing practices</p> | <p>3.1. Select <i>environmentally responsible and sustainable angling techniques</i> according to workplace policies and procedures</p> <p>3.2. Use environmentally responsible and sustainable angling techniques and the <i>code of conduct for recreational fishing</i> according to regulations, workplace policies and procedures</p> <p>3.3. Communicate with others the importance of environmentally responsible and sustainable fishing practices according to regulations, workplace policies and procedures</p> <p>3.4. Maintain accurate and timely catch records and details according to regulations, workplace policies and procedures</p> <p>3.5. Report breaches of regulations and codes of conduct in relation to environmentally responsible and sustainable fishing practices according to regulations, workplace policies and procedures</p> |
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## Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.

***Factors impacting the local environment and coastal eco-system*** may include:

- human interaction and footprint
- variations in climate
- pollution
- population dynamics
- habitat degradation
- natural cycles
- food webs
- threatened or endangered species of flora and fauna

***Environmentally responsible and sustainable practices*** may include:

- disposal and handling of waste and contaminants, fishing line, pollutants, lead weights, batteries, plastic, etc.
- describing impact of unsustainable practices
- providing environmentally responsible options to potentially toxic substances such as bleach, etc

***Workplace policies and procedures*** may relate to:

- current knowledge of local regulations
- training
- codes of conduct
- personal and public safety
- policies and regulations concerning pollution and environmental stewardship
- policies and regulations concerning marine species, plants, and other wildlife
- policies and procedures for reporting concerns or violations
- government regulations related to recreational fishing (location, size, species, sex, hatchery, etc.)
- catch and release procedures

***Life cycle, behaviour, and biological status*** may relate to:

- spawning and rearing habitat
- geographic range
- migration distances and patterns
- maturity cycles
- environmental influences
- current stock health
- feeding habits and preferences, etc.

***Principles of fisheries management*** may include:

- sustainability of fishery resources
- precautionary principles
- fiduciary and legal obligations
- catch limits
- priority access
- science based, etc.

***Factors influencing the management of fishery resources*** may include:

- economics
- politics
- social
- cultural
- legal
- environmental uncertainty
- fish biology
- current data
- market preference, etc.

***Processes and policies*** may include:

- wild salmon policy
- international treaties
- obligations to first nations
- allocation policies
- selective fishing policies
- licensing regulations and requirements
- fishing plan development, etc.

***Purpose and rationale of maintaining catch records and biological samples*** may include:

- international and domestic obligations
- security of access (allocation, species at risk)
- maintaining and enhancing opportunities unique to the recreational fishery
- foundation for a science based management system
- stewardship of the resource
- indicator for economic importance of the recreational fishery
- effective government resourcing (community wharves, science, management, enforcement, communication and education)



***Catch records and biological samples*** may include:

- e-logs
- log books
- internet reporting
- dockside interviews
- Audits
- Tagged fish and head submission
- time, date, and location of catch
- quantity of catch by size and species
- released fish
- reporting catch data in a timely manner
- identification of client’s catch (international traceability standards)
- scale samples
- DNA samples
- tags (cwt – coded wire tags, spaghetti, radio, disc)
- lengths, weights, sex, etc.


***Environmentally responsible and sustainable angling techniques*** may include:

- avoidance (such as location, species, season, type of fishing gear, etc)
- release
- prohibited and protected species
- respecting and minimizing impact on habitat
- adherence to catch limits
- using appropriate gear
- minimizing gear loss, etc.
- ethics of fish and fishing

***The code of conduct for recreational fishing*** includes:

- Handle all fish with care.
- Limit your catch to ensure fish for the future.
- Leave your fishing spot cleaner than you found it.
- Respect the rights of property owners and other outdoor enthusiasts.
- Use the proper tackle and methods for the species being targeted.
- Teaching children and new participants how to fish.
- Become informed about your fishery and participate in its management.
- Report all illegal fishing activities to the proper authorities.
- Respect the space of others; leave enough room for everyone to fish.
- Learn the fishing and boating laws and abide by them.

**Assessment Guide**

<p>Assessment methods</p>	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li>practical assessment:             <ul style="list-style-type: none"> <li>• Direct observation of the candidate demonstrating environmental stewardship</li> <li>•</li> </ul> </li> <li> competency conversation             <ul style="list-style-type: none"> <li>• Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> </ul> </li> <li>evidence portfolio             <ul style="list-style-type: none"> <li>• Review of evidence collected and submitted by the candidate, (i.e. documents, training records, etc.)</li> </ul> </li> <li><input checked="" type="checkbox"/> test             <ul style="list-style-type: none"> <li>• Written questions to test knowledge of environmental stewardship.</li> </ul> </li> </ul>
<p>Related units</p>	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• TAG-6 Communicate effectively with</li> <li>• TAG-10 Apply maritime regulations</li> <li>• TAG-11 Work safely in the maritime environment</li> <li>• TAG-12 Interact with coastal resource users</li> <li>• TAG-13 Interact with the coastal environment</li> <li>• TAG-15 Follow workplace catch handling and hygiene procedures</li> <li>• TAG-16 Use and maintain angling tools and equipment</li> <li>• TAG-17 Use sustainable angling techniques</li> <li>• TAG-18 Plan and conduct fishing trips</li> </ul>
<p>Knowledge to be assessed</p>	<p>For this unit, a competent candidate must know:</p> <ul style="list-style-type: none"> <li>• factors impacting the local environment</li> <li>• environmentally responsible and sustainable practices</li> <li>• principles of fishery management and factors influencing fishery resources</li> <li>• processes and policies related to the environment and fishery management</li> <li>• processes and policies for monitoring and retaining data on recreational fishery catch</li> <li>• the code of conduct for recreational fishing</li> <li>• sustainable angling techniques and catch and release procedures</li> </ul>

<p><b>Skills to be assessed</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• operate in the local environment in a responsible and sustainable manner</li> <li>• communicate instructions and regulations to clients and colleagues</li> <li>• follow rules and regulations related to the environment and fishery management</li> <li>• apply sustainable angling techniques and catch and release procedures according to workplace guidelines</li> </ul>
<p><b>Common skills to be assessed</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with everyday problems</li> <li>• read, understand, and follow directions and instructions</li> <li>• give directions and instructions to others</li> </ul>
<p><b>Critical evidence to demonstrate competency</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• maintain knowledge of the factors impacting on the local environment and information about relevant local marine life</li> <li>• act in an environmentally responsible and sustainable manner when operating in the local coastal environment</li> <li>• contribute to the stewardship of the coastal eco system and fishery resources according to workplace requirements and regulations</li> <li>• practice environmentally responsible and sustainable angling techniques according to workplace requirements and regulations</li> </ul>

Title	<b>Follow workplace catch handling and hygiene procedures</b>
Code	<b>TAG - 15</b>
Type	<b>Occupational Health and Safety</b>

Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>• applying food safety principles when handling food, catch and bait</li> <li>• maintaining a clean workplace environment</li> <li>• applying personal hygiene procedures</li> </ul>
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Level	<ul style="list-style-type: none"> <li>• This unit is appropriate for those who:</li> <li>• perform a variety of routine tasks in the workplace</li> <li>• use a limited range of practical skills to complete directed work activities</li> <li>• work under direct supervision within time constraints</li> </ul>
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Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>• Tidal Angling Guide</li> </ul>
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Elements	Performance Criteria
<b>1. Identify food safety risks on board a recreational fishing vessel</b>	1.1. Apply the <i>principles of handling food products and catch</i> on board a recreational fishing vessel to ensure workplace safety and hygiene procedures are maintained
	1.2. Assess and monitor <i>food safety risks</i> and potential risks on board according to <i>workplace policies and procedures</i>
	1.3. Communicate instructions to prevent the spoilage, contamination and damage to food and catch on board to others according to workplace policies and procedures
<b>2. Follow food safety and catch handling procedures</b>	2.1. Handle food and catch to avoid food safety risks according to workplace policies and procedures
	2.2. Follow <i>personal hygiene procedures</i> to minimize food safety risks according to workplace policies and procedures
	2.3. Store food and catch to avoid risk of spoilage, contamination and/or damage on and off the vessel according to workplace policies and procedures
	2.4. Identify and report food safety risks to the <i>appropriate personnel</i> for follow up according to workplace policies and procedures
<b>3. Maintain a clean workplace environment</b>	3.1. Select and use cleaning products and equipment to clean and sanitize the work environment according to workplace policies and procedures, manufacturer’s specifications and <i>environmental considerations</i> .
	3.2. Dispose of garbage in appropriate waste areas according to workplace policies and procedures and environmental considerations.
	3.3. Safely handle and treat items to be laundered according to workplace policies and procedures and environmental considerations.

## Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.


***Principles of handling food products and catch on board*** may relate to:

- safe and hygienic handling of catch
  - safe and hygienic handling of bait
  - safe and hygienic handling of food and beverages
  - cleaning and dressing of fish
  - correct storage of perishable products
  - avoidance of cross contamination
  - disposal of waste
  - fish poisoning
  - avoidance of contamination by foreign objects
  - avoidance of contamination by animals, insects and rodents
  - maintaining correct food storage temperatures
- 
- Food safety risks may include:
    - bacterial and other contaminants arising from poor handling of food, catch, or bait
    - inappropriate storage of perishables – including food stored at incorrect temperatures or uncovered
    - poor work practices or personal hygiene
    - inadequate house keeping eg, dust, dirt, insects, rodents, unclean surfaces
    - cross contamination through inappropriate cleaning practices
    - inappropriate handling of contaminated linen
    - contaminated and potentially infectious wastes such as blood and bodily secretions
    - disposal of garbage and contaminated or potentially contaminated wastes
    - diseased fish e.g. worms, tumours, etc
    - physical contaminants, e.g. broken glass, foreign matter, chemicals

*Workplace policies and procedures* may relate to:

- safe and hygienic handling of food and beverages
  - safe and hygienic handling of catch and bait
  - correct storage locations and temperatures for food, catch, and bait
  - avoidance of cross contamination
  - safe handling of laundry
  - pre trip briefings
  - communicating with clients and colleagues
  - cleaning procedures and schedules
  - safe storage, handling of cleaning products and chemicals according to WHMIS standards
  - policies and procedures regarding the disposal of garbage and waste products
  - personal hygiene
  - temperature checks
  - use of PPE
- 
- Personal hygiene procedures may relate to:
    - maintaining personal hygiene standards
    - wearing appropriate and clean clothing
    - hand washing using appropriate facilities
    - health/illness risks
    - proper use of gloves
    - wearing of jewelry or bodily adornments
- 
- Appropriate personnel may include:
    - supervisor
    - manager
    - team leader
    - health and safety representative
- 
- Environmental considerations may include:
    - disposal methods of chemicals, waste from cleaning fish, etc
    - garbage collection
    - disposal and/or recycling of packaging
    - odors/ventilation
-

**Assessment Guide**

<p>Assessment methods</p>	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="margin-right: 10px;">practical assessment:</div> <ul style="list-style-type: none"> <li>• Direct observation of the candidate following safe food and catch handling and hygiene procedures.</li> <li>•</li> </ul> </div> </li> <li> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="margin-right: 10px;"></div> <div style="margin-right: 10px;">competency conversation</div> <ul style="list-style-type: none"> <li>• Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> </ul> </div> </li> <li> <div style="display: flex; align-items: center; margin-bottom: 10px;"> <div style="margin-right: 10px;">evidence portfolio</div> <ul style="list-style-type: none"> <li>• Review of evidence collected and submitted by the candidate, (i.e.: documents, etc.)</li> </ul> </div> </li> <li> <div style="display: flex; align-items: center;"> <div style="margin-right: 10px;"><input checked="" type="checkbox"/></div> <div style="margin-right: 10px;">test</div> <ul style="list-style-type: none"> <li>• Written questions to test knowledge of safe food and catch handling and hygiene procedures.</li> </ul> </div> </li> </ul>
<p>Related units</p>	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• TAG-10 Apply maritime regulations</li> <li>• TAG-11 Work safely in the maritime environment</li> <li>• TAG-13 Interact with the coastal environment</li> <li>• TAG-14 Demonstrate stewardship of the coastal environment and fishery resources</li> <li>• TAG-15 Follow workplace catch handling and hygiene procedures</li> <li>• TAG-16 Use and maintain angling tools and equipment</li> <li>• TAG-17 Use sustainable angling techniques</li> <li>• TAG-18 Plan and conduct fishing trips</li> </ul>
<p>Knowledge to be assessed</p>	<p>For this unit, a competent candidate must know:</p> <ul style="list-style-type: none"> <li>• factors which contribute to food safety issues</li> <li>• principles of handling food products and catch</li> <li>• general hazards in the handling of catch, bait, food, and garbage, including major causes of contamination and fish poisoning</li> <li>• potential sources of, and reasons for, food poisoning</li> <li>• relevant workplace and regulatory requirements in relation to safe food handling, personal and general hygiene</li> <li>• typical food safety control procedures in the recreational fishing and guiding industry</li> <li>• use and risks associated with cleaning supplies according to WHMIS standards</li> <li>• workplace policies and procedures related to food safety, catch handling, cleaning, and waste disposal</li> </ul>



<p><b>Skills to be assessed</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• follow workplace and regulatory procedures related to hygiene practices</li> <li>• assemble and disassemble tools and equipment following correct procedures for cleaning and sanitizing</li> <li>• report food safety and hygiene-related problems as necessary</li> <li>• receive and follow instructions about food safety and hygiene</li> </ul>
<p><b>Common skills to be assessed</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• work safely</li> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with everyday problems</li> <li>• read, understand, and follow directions and instructions</li> <li>• give directions and instructions to others</li> </ul>
<p><b>Critical evidence to demonstrate competency</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• assess and monitor food safety risks and potential risks on board</li> <li>• apply safe food, catch, and bait handling principles and procedures according to workplace requirements</li> <li>• following personal hygiene procedures according to workplace requirements</li> <li>• identify and use cleaning and sanitizing products appropriately according to workplace requirements</li> </ul>

Title	<b>Use and maintain angling tools and equipment</b>
Code	TAG - 16
Type	Marine Operations - Angling
Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>• selecting and using angling tools and equipment</li> <li>• selecting and using types of line and knots</li> <li>• cleaning and maintaining angling tools and equipment</li> </ul>
Level	<ul style="list-style-type: none"> <li>• This unit is appropriate for those who:</li> <li>• perform a variety of routine and non-routine tasks in the workplace</li> <li>• use a wide range of practical skills to complete directed work activities</li> <li>• work under limited supervision within time constraints</li> </ul>
Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>• Tidal Angling Guide</li> </ul>

Elements	Performance Criteria
1. <b>Select hand tools and angling equipment</b>	1.1. Select <b><i>hand tools and angling equipment</i></b> for use according to location, intended target species, operating conditions and client requirements
	1.2. Review and select <b><i>types of line</i></b> and <b><i>knots used in angling</i></b> according to location, intended target species, and operating conditions
	1.3. Check hand tools and angling equipment prior to operation according to manufacturer’s guidelines and <b><i>workplace policies and procedures</i></b> to ensure the safety and satisfactory condition of all equipment
2. <b>Use hand tools and angling equipment</b>	2.1. Assemble hand tools and angling equipment according to manufacturer’s guidelines and workplace policies and procedures
	2.2. Use types of line and knots used in angling according to location, intended target species, and operating conditions
	2.3. Use hand tools and angling equipment according to manufacturer’s guidelines and workplace policies and procedures
	2.4. Monitor the use of hand tools and angling equipment by others according to manufacturer’s guidelines and workplace policies and procedures and to ensure on-board safety
	2.5. Perform <b><i>routine operational checks</i></b> on hand tools and angling equipment during use according to manufacturer’s guidelines and workplace policies and procedures
	2.6. Make the necessary adjustments to tools and equipment where required to ensure the achievement of planned outcomes and on-board safety
3. <b>Maintain and store hand tools and angling equipment</b>	3.1. Disassemble hand tools and angling equipment according to manufacturer’s guidelines and workplace policies and procedures
	3.2. <b><i>Clean and maintain</i></b> hand tools and angling equipment according to manufacturer’s guidelines and workplace policies and procedures
	3.3. Safely store hand tools and angling equipment according to manufacturer’s guidelines and workplace policies and procedures
	3.4. Replace or report defective tools and equipment according to workplace policies and procedures

## Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.

***Hand tools and angling equipment*** may include:

- types of rods, such as halibut, mooching, trolling, casting, fly, etc.
- types of reels, such as level wind (star drag), single action, fly, spinning, etc
- terminal gear, such as lures, bait, hooks, weights, etc
- down rigger
- hand tools, such as nets, bonkers, knives, gaff, halibut harpoon, scotsman, traps, etc.

***Types of line*** may include:

- monofilament
- braided
- fly line
- fluorocarbon
- steel leaders, etc.

***Knots used in angling*** may include:

- improved clinch
- bait loop
- surgeon's
- snell
- blood
- nail, etc.

***Workplace policies and procedures*** may relate to:


- storage of tools and equipment on board vessels
- pre trip briefings
- communicating with clients and colleagues
- carrying out and recording routine maintenance recommended by equipment manufacturer
- safe storage, handling of cleaning products and chemicals according to WHMIS standards
- policies and procedures regarding the use of tools and angling equipment
- use of PPE
- policies and procedures in the event of lost or damaged gear, tools, or equipment

***Routine operational checks*** may include:

- pre departure inspection
- reacting to operational anomalies
- procedures for reporting concerns
- post trip inspection
- carrying out routine cleaning schedules

*Cleaning and maintaining* may include:

- rinsing with fresh water
  - replacing frayed line
  - respooling reels
  - regular inspection of rod guides
  - greasing reels
  - sharpening of hooks and knives, etc.
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<b>Assessment Guide</b>	
Assessment methods	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li>practical assessment:               <ul style="list-style-type: none"> <li>• Direct observation of the candidate using angling tools and equipment.</li> </ul> </li> <li> competency conversation               <ul style="list-style-type: none"> <li>• Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> </ul> </li> <li>evidence portfolio               <ul style="list-style-type: none"> <li>• Review of evidence collected and submitted by the candidate, (i.e. documents, training records, etc.)</li> </ul> </li> <li><input checked="" type="checkbox"/> test               <ul style="list-style-type: none"> <li>• Written questions to test knowledge of angling tools and equipment</li> </ul> </li> </ul>
Related units	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• TAG-6 Communicate effectively with others</li> <li>• TAG-11 Work safely in the maritime environment</li> <li>• TAG-15 Follow workplace catch handling and hygiene procedures</li> <li>• TAG-17 Use sustainable angling techniques</li> <li>• TAG-18 Plan and conduct fishing trips</li> </ul>
Knowledge to be assessed	<p>For this unit, a competent candidate must know:</p> <ul style="list-style-type: none"> <li>• the correct use of angling tools and equipment</li> <li>• types of line and knots and their uses</li> <li>• regulations related to the use of tools and equipment</li> <li>• disposal of materials, such as terminal gear and line</li> <li>• storage conditions and procedures for angling tools and equipment</li> </ul>
Skills to be assessed	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• select and use a variety of angling tools and equipment according to task</li> <li>• select and use a variety of types of line and knots</li> <li>• assemble and disassemble tools and equipment</li> <li>• perform routine maintenance on tools and equipment</li> <li>• handle and store tools and equipment safely and hygienically</li> </ul>
Common skills to be assessed	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• work safely</li> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with everyday problems</li> <li>• read, understand, and follow directions and instructions</li> <li>• give directions and instructions to others</li> </ul>

**Critical  
evidence to  
demonstrate  
competency**

For this unit, a competent candidate must be able to:

- select and match tools and equipment to location, target species, and conditions and client requirements
- use angling tools and equipment safely according to operating procedures and manufacturer’s specifications
- clean, maintain and store all tools and equipment and safely according to specifications and regulations

Title	<b>Use sustainable angling techniques</b>
Code	<b>TAG - 17</b>
Type	<b>Marine Operations - Angling</b>

Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>• using sustainable angling techniques</li> <li>• catching and releasing fish</li> <li>• retaining, handling, and storing fish</li> <li>• maintaining catch records</li> </ul>
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Level	<ul style="list-style-type: none"> <li>• This unit is appropriate for those who:</li> <li>• perform a variety of routine and non-routine tasks in the workplace</li> <li>• use a wide range of practical skills to complete directed work activities</li> <li>• work under limited supervision within time constraints</li> </ul>
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Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>• Tidal Angling Guide</li> </ul>
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Elements	Performance Criteria
1. Prepare for angling	<p>1.1. Review a wide range of <b><i>angling techniques</i></b> used for various B.C. coastal waters and species in order to select a technique and equipment suitable for local environmental factors, local fishery resources, weather conditions and client requirements</p> <p>1.2. Select tools and prepare angling equipment according to angling requirements and sport fishing regulations</p> <p>1.3. Load tools and angling equipment aboard vessel according to <b><i>workplace policies and procedures</i></b></p>
2. Use sustainable angling techniques	<p>2.1. Select angling techniques appropriate to the location, intended <b><i>B.C. coastal fish and shellfish species</i></b>, and conditions</p> <p>2.2. Demonstrate a variety of angling techniques and assist others as necessary according to workplace policies and procedures</p> <p>2.3. Use a variety of angling techniques suitable the location, intended B.C. coastal fish and shellfish species, and conditions</p> <p>2.4. Practice <b><i>avoidance techniques</i></b> in times and areas where there are species of concern according to workplace policies and procedures and government regulations</p> <p>2.5. Intervene where required to prevent breaches of B.C. angling regulations and to protect species of concern according to workplace policies and procedures</p> <p>2.6. Adjust angling techniques in response to changing <b><i>marine conditions and environments</i></b> according to sport fishing regulations and sustainable angling practices</p>
3. Handle catch	<p>3.1. Identify catch and determine <b><i>appropriate plan</i></b> for retention or release according to workplace policies and procedures and government regulations</p> <p>3.2. Follow <b><i>fishing regulations and guidelines for catch and release</i></b> according to workplace policies and procedures and government regulations</p> <p>3.3. Retain fish to ensure minimum damage to catch using <b><i>appropriate techniques</i></b> according to workplace policies and procedures</p> <p>3.4. Clean and store fish appropriately according to <b><i>regulatory, packaging, and food safety requirements.</i></b></p>

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4. **Maintain catch records**
- 4.1. ***Collect catch records*** and store according to workplace policies and procedures and government regulations
  - 4.2. Collect ***biological samples*** according to workplace policies and procedures and government regulations
  - 4.3. Submit accurate and timely ***catch record details*** and biological samples according to workplace policies and procedures and government regulations

## Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.

***Angling techniques*** may include:

- use of hand held rods and equipment such as spin casting, jigging, fly casting, etc
- use of fixed rods and equipment such as trolling, down rigging, etc.
- use of traps for crustaceans such as prawns or crab

***Workplace policies and procedures*** may relate to:

- correct storage locations for tools and equipment
- correct storage locations and temperatures for food, catch, and bait
- pre trip briefings
- communicating with clients and colleagues
- policies and procedures regarding types and use of tools and angling equipment
- safe and humane dispatch of catch
- government regulations and catch limits
- use of PPE
- policies and procedures regarding catch details and records
- completing logs, records, and other workplace documents

***B.C. coastal fish and shellfish species*** may include:

- salmonid species, such as chinook, coho, sockeye, pink, chum, steelhead
- bottom fish, such as halibut, ling cod, rock fish, flounder, etc.
- prawns and shrimp
- crab, such as Red Rock or Dungeness

***Avoidance techniques*** may include:

- changing location
- changing terminal gear
- changing time of day
- changing depth
- changing trolling speed
- awareness of relative location of target species and species of concern

***Marine conditions and environments*** may include:

- sea state, such as wave height, wind speed and direction, etc.
- precipitation
- tides and currents
- visibility
- commercial or other marine activity
- reaching catch limits
- poor angling results

***Appropriate plan*** may include:

- identifying type, size, and sex of species
- handling fish in the water
- least harmful release of fish
- netting and landing fish
- respecting client’s personal choices (i.e. trip, activities, fishing, food)
- photographing and weighing catch
- workplace policies and regulations

***Fishing regulations and guidelines for catch and release*** may relate to:

- government regulations (location, size, species, sex, hatchery, etc.)
- evaluation of likelihood of survival (scale loss, air exposure, air bladder, fighting time, etc.)
- techniques for releasing fish in the least harmful manner

***Appropriate techniques for retaining fish*** may include:

- netting and landing fish
- killing and bleeding catch with considerations for food safety, product quality, and efficiency

***Regulatory, packaging, and food safety requirements*** may include:

- dressing and portioning catch as required and allowable
- government packaging and transportation regulations for identification (species, size, and quantity)
- maintaining product temperature within safe guidelines (-1 to 4 C)
- workplace policies and procedures
- identification of client’s catch
- available storage materials and capacity
- ensure hygienic cleaning environment and tools (i.e. knives, cleaning tables, cooler, etc.)

***Collecting catch records*** may include:

- e-logs
- log books
- internet reporting
- creel survey – i.e. dockside interviews
- audits
- tagged fish and head submission


***Biological samples*** may include:

- scale samples
- DNA samples
- Otolith samples
- tags (cwt – coded wire tags, spaghetti, radio, disc)
- lengths, weights, sex, etc.

***Catch record details*** may include:

- time, date, and location of catch
  - quantity of catch by size and species
  - released fish
  - reporting catch data in a timely manner
  - identification of client’s catch (international traceability standards)
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**Assessment Guide**

<p>Assessment methods</p>	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li>practical assessment:             <ul style="list-style-type: none"> <li>• Direct observation of the candidate.</li> <li>• Third party validation of angling activities.</li> </ul> </li> <li> competency conversation             <ul style="list-style-type: none"> <li>• Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> </ul> </li> <li>evidence portfolio             <ul style="list-style-type: none"> <li>• Review of evidence collected and submitted by the candidate, (i.e. documents, product samples etc.)</li> </ul> </li> <li><input checked="" type="checkbox"/> test             <ul style="list-style-type: none"> <li>• Written questions to test knowledge of angling techniques and procedures</li> </ul> </li> </ul>
<p>Related units</p>	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• TAG-10 Apply maritime regulations</li> <li>• TAG-11 Work safely in the maritime environment</li> <li>• TAG-12 Interact with coastal resource users</li> <li>• TAG-13 Interact with the coastal environment</li> <li>• TAG-14 Demonstrate stewardship of the coastal environment and fishery resources</li> <li>• TAG-15 Follow workplace catch handling and hygiene procedures</li> <li>• TAG-16 Use and maintain angling tools and equipment</li> <li>• TAG-18 Plan and conduct fishing trips</li> </ul>
<p>Knowledge to be assessed</p>	<p>For this unit, a competent candidate must know:</p> <ul style="list-style-type: none"> <li>• a wide variety of B.C. coastal fish and shellfish species</li> <li>• a variety of angling techniques appropriate for B.C. coastal fish and shellfish species</li> <li>• catch and release techniques and regulations</li> <li>• catch retention and cleaning techniques</li> <li>• B.C. fishing regulations related to catch and release and retention of fish</li> <li>• safe handling and storage procedures for live and retained fish</li> <li>• rules and regulations related to catch logs and samples and the disposal of waste</li> <li>• occupational health and safety procedures and personal protective equipment used while angling</li> </ul>

<p>Skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• use and operate a range of tools and angling equipment</li> <li>• supervise the operation of tools and angling equipment on board by others</li> <li>• catch and release fish according to workplace requirements and government regulations</li> <li>• retain fish according to workplace requirements and government regulations</li> <li>• clean, handle and store fish according to workplace requirements and government regulations</li> <li>• complete trip and catch logs according to workplace requirements and government regulations</li> </ul>
<p>Common skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• work safely</li> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with everyday problems</li> <li>• read, understand, and follow directions and instructions</li> <li>• give directions and instructions to others</li> </ul>
<p><b>Critical evidence to demonstrate competency</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• select angling techniques and equipment according to local conditions and fishery resources</li> <li>• catch, release and retain fish according to workplace requirements and government regulations</li> <li>• supervise the catch, release and retention of fish by others according to workplace requirements and government regulations</li> <li>• follow and enforce regulations and limits related to recreational fishing according to workplace requirements and government regulations</li> <li>• clean and store fish on and off board vessel according to workplace requirements and government regulations</li> </ul>

Title	<b>Plan and conduct fishing trips</b>
Code	<b>TAG - 18</b>
Type	<b>Marine Operations - Angling</b>

Description	<p>This unit is about:</p> <ul style="list-style-type: none"> <li>• identifying client’s needs and requests</li> <li>• planning and conducting fishing trips and activities</li> <li>• maintaining client relations</li> </ul>
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Level	<ul style="list-style-type: none"> <li>• This unit is appropriate for those who:</li> <li>• perform a variety of routine and non-routine tasks in the workplace</li> <li>• use a wide range of practical skills to complete directed work activities</li> <li>• work under limited supervision within time constraints</li> </ul>
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Use	<p>This unit is a component of the following certifications:</p> <ul style="list-style-type: none"> <li>• Tidal Angling Guide</li> </ul>
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Elements	Performance Criteria
1. Identify clients' needs	<p>1.1. Obtain information regarding the client group and identify their needs and requests in order to ensure <b><i>good client relations</i></b></p> <p>1.2. Determine <b><i>client requirements and preferences</i></b> for trip itinerary to enable effective planning for the trip</p> <p>1.3. Identify the <b><i>cultural diversity and special needs</i></b> of clients that will influence the preparation of the trip itinerary</p> <p>1.4. Apply <b><i>techniques to promote repeat business and ongoing client relations</i></b> according to <b><i>workplace policies and procedures</i></b></p> <p>1.5. Organize and conduct a <b><i>pre-trip meeting</i></b> with clients to finalize requirements and confirm arrangements</p>



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| 2. <b>Plan and prepare for trip activities</b> | <p>2.1. Select and plan <i>trip activities</i> and itinerary according to client requirements and preferences and <i>operating conditions</i></p> <p>2.2. Gather and load <i>tools, equipment and personal gear</i> for trip and maintain supply levels according to planned trip activities, workplace policies and procedures</p> <p>2.3. Conduct a <i>pre-trip inspection</i> according to workplace policies and procedures to ensure the effective implementation of the planned trip activities</p> <p>2.4. Adjust level of tools, equipment and personal gear, if relevant to ensure, client’s requirements are met and the trip is conducted according to workplace policies and procedures</p> |
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|-----------------------------------|---|
| 3. <b>Conduct trip activities</b> | <p>3.1. Conduct trip activities according to itinerary and workplace policies and procedures</p> <p>3.2. Demonstrate effective <i>leadership and teamwork</i> while conducting trip activities according to workplace policies and procedures</p> <p>3.3. Adjust trip activities and itinerary in response to changing <i>marine conditions and environments</i> according to workplace policies and procedures</p> <p>3.4. Monitor and maintain a <i>quality client experience</i> during trip activities according to workplace policies and procedures</p> |
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| 4. <b>Conduct post trip activities</b> | <p>4.1. Conduct <i>post trip activities and meeting</i> with clients according to workplace policies and procedures</p> <p>4.2. Conduct <i>post trip inspection</i> to assess safety and satisfactory condition of the vessel, tools, and equipment according to workplace policies and procedures</p> <p>4.3. Complete and submit <i>trip logs and records</i> as appropriate according to workplace policies and procedures</p> <p>4.4. Communicate any issues, concerns or occurrences to <i>appropriate personnel</i> as required.</p> |
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## Range of variables

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The range of variables provides detailed information about the key terms used within this unit. These key terms are ***bolded and italicized*** in the performance criteria.

***Good client relations*** may include:

- friendly and personable greeting and welcoming of clients
- initiating conversations
- sharing stories and information about area
- ensuring a positive experience and memories of the trip
- assisting and accommodating special requests
- sharing expertise
- protocols regarding accepting gratuities
- follow-up with clients, etc.

***Client requirements and preferences*** may include:

- start time
- activities
- targeted species
- location
- food and beverage preferences
- return time
- licensing requirements and validity
- fishing expectations,
- special requirements, such as equipment, personal, medical, etc.

***Cultural diversity and special needs*** may include:

- language
- customs and cultural differences
- physical disabilities

***Techniques to promote repeat business and ongoing client relations*** may include:

- providing information about other local area activities, seasonal opportunities, etc
- company policies such as promoting special offers, etc.
- community information, such as services not provided, etc.
- maintaining factual and current information
- soliciting feedback from clients

***Workplace policies and procedures*** may relate to:

- government regulations
- workplace procedures and policies
- assisting and accommodating special requests
- protocols regarding accepting gratuities
- policies regarding professional conduct
- government legislation and regulations
- pre and post trip inspections
- pre trip briefings
- communicating with clients and colleagues

***Pre-trip meeting*** may include:

- greeting clients and making introductions
- reviewing trip details
- discussing fishing experience and ability
- checking personal gear
- checking for licenses
- conducting pre departure and safety briefing, etc.

***Trip activities*** may include:

- recording and collecting catch details as necessary
- angling
- sightseeing
- communicating instructions to clients
- observation and supervision of on board activities, etc

***Operating conditions*** may include:

- weather conditions
- tides and currents
- time of season
- targeted species
- location
- sea state
- local regional fishing regulations, openings, closings, and restrictions

***Tools, equipment and personal gear*** may include:

- angling gear
- clothing
- personal safety equipment
- food provisions
- catch care and storage equipment
- clients' personal gear
- fuel
- emergency, first aid, and safety supplies

***Pre-trip inspection*** may include:

- vessel
- equipment
- safety and first aid equipment
- fuel
- navigational aids and equipment
- trip details, etc

***Leadership and teamwork*** may include:

- instructing clients diplomatically during onboard activities
- promoting and fostering cooperation among group on board
- taking control in case of safety concerns
- assigning and establishing roles and responsibilities of guide and clients
- modifications to the schedule of activities as required

***Marine conditions and environments*** may include:

- sea state, such as wave height, wind speed and direction, etc.
- precipitation
- tides and currents
- visibility
- commercial or other marine activity
- reaching catch limits
- poor angling results

***Quality client experience*** may include:

- friendly and personable greeting and welcoming of clients
- initiating conversations
- sharing stories and information about area
- continually monitoring client expectations
- ensuring a positive experience and memories of the trip
- ensuring well being and comfort of clients
- photography and video records of trip

***Post-trip activities and meeting*** may include:

- determining and following client's instructions for handling of catch
- discussing future plans where appropriate
- providing opportunity for feedback
- follow up with clients

***Post-trip inspection*** may include:

- cleaning vessel, maintain, restock, and store as necessary
- disposing of waste
- ensuring all clients personal effects have been returned
- noting any safety concerns



***Trip logs and records*** may include:

- catch records
- trip details, such as location, duration, etc.
- government regulatory requirements, such as EU imports
- order forms for special handling requests
- traceability data, etc.

***Appropriate personnel*** may include:

- employer, manager, or supervisor
  - colleagues
  - authorities
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## Assessment Guide

<p>Assessment methods</p>	<p>The following assessment methods may be used to assess this unit:</p> <ul style="list-style-type: none"> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="text-align: center;"> <p>practical assessment:</p> </div> <ul style="list-style-type: none"> <li>• Direct observation of the candidate planning and conducting fishing trips.</li> </ul> </div></li> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="text-align: center;">  <p>competency conversation</p> </div> <ul style="list-style-type: none"> <li>• Opportunity to explore a range of issues and tailor questions to suit an individual or group.</li> </ul> </div></li> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="text-align: center;"> <p>evidence portfolio</p> </div> <ul style="list-style-type: none"> <li>• Review of evidence collected and submitted by the candidate, (i.e. documents, third party reports, etc.)</li> </ul> </div></li> <li> <div style="display: flex; align-items: center; gap: 10px;"> <div style="text-align: center;">  <p>test</p> </div> <ul style="list-style-type: none"> <li>• Written questions to test knowledge of planning and conducting fishing trips.</li> </ul> </div></li> </ul>
<p>Related units</p>	<p>The following units can be assessed together:</p> <ul style="list-style-type: none"> <li>• TAG-3 Operate a non pleasure small vessel</li> <li>• TAG-4 Plan and execute a near coastal voyage</li> <li>• TAG-5 Operate maritime communications equipment</li> <li>• TAG-6 Communicate effectively with others</li> <li>• TAG-7 Work in a team</li> <li>• TAG-11 Work safely in the maritime environment</li> <li>• TAG-12 Interact with coastal resource users</li> <li>• TAG-13 Interact with the coastal environment</li> <li>• TAG-14 Demonstrate stewardship of the coastal environment and fishery resources</li> <li>• TAG-15 Follow workplace catch handling and hygiene procedures</li> <li>• TAG-16 Use and maintain angling tools and equipment</li> <li>• TAG-17 Use sustainable angling techniques</li> </ul>
<p>Knowledge to be assessed</p>	<p>For this unit, a competent candidate must know:</p> <ul style="list-style-type: none"> <li>• procedures and policies for planning trips according to client preferences</li> <li>• procedures for handling special requirements or requests</li> <li>• procedures for maintaining a quality client experience</li> <li>• pre departure and pre trip inspection procedures</li> <li>• requirements for documenting trips and trip activities</li> <li>• procedures for maintaining a quality client experience</li> </ul>

<p>Skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• plan fishing trips according to a variety of client preferences, workplace requirements, and regulations</li> <li>• organize and prepare for trip activities</li> <li>• communicate trip specific information to clients and colleagues</li> <li>• conduct fishing trips according to a variety of client preferences, workplace requirements, and regulations</li> <li>• supervise trip activities</li> <li>• conduct pre and post trip inspections, briefings, and checklists</li> <li>• maintain trip records and logs</li> </ul>
<p>Common skills to be assessed</p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• work safely</li> <li>• work in an organized manner, meeting timelines for completing tasks</li> <li>• proactively deal with everyday problems</li> <li>• read, understand, and follow directions and instructions</li> <li>• give directions and instructions to others</li> </ul>
<p><b>Critical evidence to demonstrate competency</b></p>	<p>For this unit, a competent candidate must be able to:</p> <ul style="list-style-type: none"> <li>• meet with clients, plan and schedule trip activities subject to a variety of circumstances</li> <li>• respond to clients special needs and requests according to workplace requirements</li> <li>• maintain a positive working relationship with clients to promote future business according to workplace requirements</li> <li>• supervise and conduct all on board activities according to workplace requirements</li> <li>• maintain all necessary trip logs and records according to workplace requirements</li> <li>• assess the safe and satisfactory condition of the vessel, tools and equipment on completion of the trip</li> </ul>

## Appendix 1 – Industry consultation

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Ward Bond	Island Outfitters
Kevin Conway	Coast Pacific Guiding and Outfitters
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