Instructor Trainer Guide

A Guide to Training Instructors

Version 3.0

Contents

Purpose of the Instructor Qualification Course

The Instructor Qualification Course (IQC) trains qualified scuba diving educators to plan, manage, conduct and promote dive safety through first-aid programs.

IQC Overview

The IQC is composed of several modules that may be completed in one continuous program or conducted over time during several shorter programs. The Instructor Trainer may customize the number of modules to accommodate the training goals of the instructor candidate. It is recommended that each candidate be encouraged to participate in as many modules as is feasible, if not all.

The time needed to conduct the IQC varies depending on many factors, including the number of candidates and their ability to process the educational components of the program, along with the number of modules offered. Instructor Trainers desiring to include subjects or training beyond the course requirements may do so only before or following the course. Any additional training must not be required for completion of course requirements.

Instructor Trainers should be responsive to the needs and experience levels of the individual candidates as they conduct the IQC.

Course Objectives

At the end of the IQC, an instructor candidate will be able to:
- Demonstrate thorough knowledge of both the course standards and knowledge development content as outlined by DAN Training.
- Successfully deliver and pass skill-teaching presentations from each module in which the candidate is participating, as outlined below on pages 13-14.
- For IQCs containing more than one module, skills duplicated in multiple courses only need to be presented/reviewed once unless further skill development is required.
- Review remaining course skills through group discussion or demonstration to answer skill questions from instructor candidates and assure role-model competencies. Additional IQC role-playing exercises may be used as well for those who want further practice.
- Share and continue to develop further knowledge in relation to the special considerations involved in providing emergency first aid.

Instructor Trainer Guide

This Instructor Trainer Guide is for use by Instructor Trainers (ITs) who are authorized to conduct the Instructor Qualification Course (IQC) modules. The IQC may only be taught by a qualified and active IT or DAN Examiner.

Standards and Procedures

The Instructor Trainer Guide is a specialized guide to be used in conjunction with the Instructor Manual when conducting IQCs. All General Standards and Procedures noted in the Instructor Manual apply to the IQC unless otherwise noted in this Guide. The Instructor Manual provides general course guidelines, equipment configuration descriptions and ratios. Such information is not duplicated here. The information contained in this guide is specific to the IQC and its individual course modules.

IQC Standards Summary

Prerequisites:
- Current dive professional credential (Divemaster/DiveCon or above)
- Registered as a Professional Member with DAN.
  - An automated link will connect unregistered instructor candidates to complete registration
- Completion of the e-learning *Core Part 1* Module
  - Access to this module is automatically included with any instructor level module if not completed within the past 24 months. (hyperlinked just above course materials column on course overview page)
- Completion of the e-learning instructor module for each course being pursued
  - Trainer must send an invitation to the instructor candidates for access to these modules.
  - Each course module for which that the candidate wishes to teach must be sent individually.
- Provider course completion is recommended but not required in individual courses for which an instructor credential is being pursued. (If the provider credential is not current for the specific course, all skills must then be performed and developed to role-model quality as part of the IQC.)

Age: 18 (per scuba industry dive leader standards)

Instructor Candidate-to-Instructor Trainer Ratio: 9:1

Recommended classroom hours:

Individual Modules	2-3 hours each (will vary with individual modules)
Workshop	2 days

Include additional time as required to meet all performance requirements.

Required instructor candidate materials:

Instructor Manual (to be downloaded from the website *Core* module - access is on the Course Overview page in the e-learning course module)

Instructor Guide for each course being conducted (to be downloaded from the website - access is on the Course Overview page in the e-learning course module)

Reference copy of each course Student Handbook

Reference copies of course slates

Required trainer materials:
Instructor Trainer Guide
Instructor Manual
Instructor Guide for each course module being conducted
Reference copy of each course Student Handbook
Reference copies of course slates

Required audiovisual materials:
Internet connection or screen shots of e-learning and on-line resources

Required equipment and supplies (to be provided by Instructor Trainer for the IQC):
See individual course Instructor Guide(s) for required equipment and supplies.

Recommended materials
Instructor slides and video for each module
Appropriate training aids to be retained by the instructor candidate (see page 8).

Final Evaluation:
Oral review and discussion of each module's Provider Final Assessment

To maintain active teaching status: Teach each instructor-level course at least every 24 months. Or, teach the DFA Pro instructor-level course every 24 months.

NOTE:
The IQC presents DAN training methodology and administrative procedures. The true nature of an instructor course is not to teach new skills, although skill refinement and 'best practices' are often included.

Experience in other fields is laudable and can provide a strong background for teaching diving first-aid courses, but it does not replace the processes of the IQC.

Instructor Candidate-to-Instructor Trainer Ratios

An Instructor Trainer must be present and in control of the class at all times. Maximum instructor candidate-to-instructor trainer ratio during skill development sessions and teaching presentations is 9:1. Instructor Trainers are encouraged to keep IQC classes to a manageable size to assure quality and avoid courses that run too long. If a class should exceed nine (9) candidates, the trainer shall split the course, or use a Qualified Assistant.

Qualified Assistants

Use of Qualified Assistants is encouraged. Only DAN Instructors or Instructor Trainers are considered to be a Qualified Assistant. For example, a DAN Instructor may be used to help facilitate 2-person skill demonstrations. Instructors must be qualified as an DAN Instructor for the provider-level course in which they are assisting the DAN Instructor Trainer or Examiner.

Use of a active-status DAN Instructor Trainer may be used to increase the candidate-to-instructor ratio to 12:1.   In no instance does adding additional Instructor Trainers allow the ratio to exceed 12:1.

Equipment Standards and Ratios

Equipment standards remain the same as noted in the *Instructor Manual*.

However, one set of equipment will typically suffice for the IQC as all candidates will be engaged in each skill process whether role playing or participating in the development/evaluation process.

Support Materials for the IQC

Each instructor candidate is required to have their own copy of the current *Core Instructor Manual* and the *Instructor Guide* for each course included in the IQC. These guides are available for download as the instructor candidate participates in the e-learning instructor modules. The candidate should be directed to bring them to their IQC sessions.

Purchase of training aids for each instructor candidate is not required if they are available through the dive center where the instructor candidate will be teaching. The Instructor Trainer is, however, expected to have all supplies and training aids available for the IQC.

An IQC training aid pack option has been assembled that include many of the training aids required when teaching DAN courses.

- Full Suite IQC Pack includes aids for all first aid programs, including BLS, EO2 and DFA Pro.
- Single-course IQCs will require ala carte purchase of training aids. See individual course instructor guides for required training aids.

Examples of training aids included in these packs are course-specific slates, oronasal masks, nonrebreather masks, and bag valve masks and tourniquets. See danshop.co.za.

The Role of the Instructor Trainer

The role of the Instructor Trainer is to conduct the Instructor Qualification Course (IQC) for qualified individuals in a positive learning environment. By doing so, the IT models the teaching expected from Instructors when conducting provider-level courses. At the end of the IQC, the instructor candidate should feel comfortable and confident conducting provider-level courses.

To facilitate these goals, the Instructor Trainer should:
- Create a positive environment for learning.
- Answer all candidate questions with empathy and understanding.
- Ensure role-model performance of provider skills.
- Provide role-model teaching demonstrations.
- Encourage self-discovery by allowing candidates some degree of flexibility in the method of completing a particular skill. There are many ways to accomplish objectives.
- Have fun with class as the candidates learn to help themselves and others.

Instructor Trainer Requirements

A qualified Instructor Trainer must:
- Be a current DAN Member
- Be an active teaching-status Instructor Trainer (or higher) with a recognized scuba diving certification organization
  Or Be a PADI IDC Staff Instructor, SSI Dive Control Specialist Instructor (or equivalent)
  Or Be an active-teaching-status instructor trainer with a recognized CPR and first-aid agency **and** a certified diver
- Have conducted at least three (3) DAN first-aid provider level courses, <u>as the lead instructor</u>, prior to attending the Instructor Trainer Workshop
  - At least one of those three courses must have had a minimum of 3 students in a single course.
  - Ideally, one of the courses will be DFA Pro.
- Successfully complete the Instructor Trainer Workshop (ITW), including the payment of all fees.

Maintaining Active Teaching Status as an Instructor Trainer

To maintain active teaching status, ITs must teach (individually or as part of a team) **one of each** instructor-level module every 24 months. After 24 months but before 48 months without teaching a specific course the instructor trainer moves into sustaining status for that course until team teaching that specific module with an active trainer and be listed as a qualified assistant on the course submission. Teaching DFA Pro Instructor qualifies for all courses.

Failure to teach a specific IQC module in 48 months will result in that course rating being removed from the Instructor Trainer's credentials. The IT's status for that specific course then becomes deactivated until the ITW module is repeated for any courses that have lapsed. Details follow in the next section. Instructor Trainers must submit Instructor Qualification Course rosters to receive teaching credit.

Instructor Trainers may promote themselves only in programs for which they hold active status ratings.

In addition, Instructor Trainers are required to continue teaching provider-level classes to maintain their teaching status for those courses as well as to assure their own understanding and competencies of provider-level courses.

Options to Regain Trainer Status

The same requirements hold for Instructor Trainers as for Instructors. However, the expectation is to teach both provider- and instructor-level courses. The reinstatement requirements for the Instructor are detailed in the Core Instructor Manual.

Similarly, if it has been *more than 24 months, but less than 48 months* since the Instructor Trainer last taught an instructor-level course, there are two options to return to Active Teaching Status:

1. Audit an Instructor Trainer Workshop, retaking the complete module for each course the Instructor Trainer plans to teach.
    a. The Examiner must submit an instructor trainer approval through e-learning. All fees and credential requirements, such as verification of current membership status for scuba and CPR certifications, still apply.

OR

2. Team-teach the specific instructor level module(s) with an active status IT, (or Examiner), and be listed as a Qualified Assistant upon submission of approvals.

OR

If in the course of events beyond anyone's control, (eg. COVID-19 and its related restrictions), DAN Headquarters may authorize the use of live, remote, and/or on-line updates to take the place of teaching requirements. This is at the sole discretion of the DAN Training Department.

Instructor Qualification Course Elements

Required Modules

There are two required administrative modules in the IQC for every new instructor. The *CORE Part 1* module will be completed through self-study online prior to attending the IQC. Access to the module is automatic when an invitation to any course instructor module is issued by the Instructor Trainer via e-learning, or you can opt to send it individually. Upon completion of *CORE Part 1*, access to the other instructor modules will be granted by the system.

The second required component is the *CORE Part 2*. It is designed to actively engage instructor candidates during an in-class presentation and group discussion facilitated by the IT. It provides an overview of the teaching materials and course structure, reviews key elements of the e-learning administrative processes and discusses marketing and pricing issues. It ends with discussion on how an instructor facilitates skill development.

During the *Core Part 2* presentation, the Instructor Trainer is expected to include an overview of e-learning and on-line resources section. This should be done in-person or interactively with a live Internet connection. If a connection is not possible for some reason, use screen shots of the web pages inserted into the *Core Part 2* PowerPoint presentation.
Include:

- Log in process
- Overview of the Professional Resources contents
  - *Oxygen Window*
    - Please note to the instructor candidates that this is required reading. Updates, Standards changes and other important information is announced here.
- Access to e-learning
  - Steps to using the course administrative functions

Program Modules

A required e-learning module is in place for each of the first-aid courses. Each individual course module includes:

- A review of the course-specific standards
- A review of the *knowledge* content with emphasis points and teaching tips
- A review of the *skills* included in the course with emphasis points and teaching tips

Skill Workshop

A skills workshop is to be conducted early in the IQC before the CORE Part 2 section Steps to Teach a Course and Teaching Presentations. This facilitates role model skill development and establishes the criteria for successful teaching presentations. Prior to the IQC, a candidate would have learned skills at the provider level. Their skills must now be further developed for role model demonstrations and best practices. This also helps set them up for successful teaching presentations.

Teaching Presentations

As part of the in-class portion of the IQC, each candidate is to complete at least one successful skill presentation for each module. Candidates are to role play providers during skills they are not presenting. This allows the IT to review each candidate's performance for each skill.

When each instructor candidate is acting as the instructor for a particular skill, the candidate will:

1. Introduce the skill, including the name of the skill, the performance objective and the rationale for the skill.
2. Demonstrate the skill in real time.
3. Perform a talk-through demonstration of the skill, highlighting the key points.
4. Organize the students into groups and assign roles in a scenario — responder, injured diver/second responder-assistant and coach.
5. Supervise skill practice, providing assistance and constructive reinforcement.
6. Debrief the group on skill performance emphasizing key points.

The Instructor Trainer evaluates each of the instructor candidates' skill presentations as outlined on pages 16-20.

NOTE:

Some candidates will already have developed good provider-level understanding and mechanics for a skill; they are ready to work on role-model quality and teaching techniques. Others will need remediation of skill mechanics before progressing to teaching. Remediation can be done while candidates in each group are acting as students for the instructor candidate leading the skill.

Instructor candidates with current completion cards in provider courses are to:

1. Complete the e-learning *Core Part 1* module as well as the instructor modules for each course they wish to teach.
2. Review all of the student handbook chapter Review Questions for each course with the Instructor Trainer.
3. Perform all skills for the Instructor Trainer as a provider student.
4. Complete a skill presentation of at least one skill from each Provider Course for which the candidate is seeking instructor credentials. See the lists below.
   a. If a single-course IQC is being run, each candidate will complete a minimum of two (2) successful skill presentations from the appropriate skills lists. (See page 14 for requirements)
5. If a candidate does not have a current completion card in provider-level courses, the candidate shall complete the provider-level e-learning modules for the course(s) they wish to teach.

Required Skill Presentations

CPR and Related Skills

- Chest compressions
- Ventilations
- 1-rescuer CPR (adult, child, or infant)
- 2-rescuer CPR (adult, child, or infant)
- AED During CPR
- Foreign Body Airway Obstruction (FBAO) {Adults and Children}
  - o Abdominal Thrusts
  - o Chest Thrusts
  - o Back Blows
- FBAO for infants

Emergency Oxygen Skills
- Demand Valve
- Nonrebreather Mask
- Bag Valve Mask
- Manually Triggered Ventilator
- Unit disassembly and assembly

First Aid Skills

- Secondary assessment
- Direct pressure
- Applying a tourniquet
- Wound packing
- Splinting
- Treating for shock
- Suctioning
  - o Adults/Children
  - o Infants
- Recovery Position

Neurological Assessment
- Vital Signs
- Mental Function
- Cranial Nerves
- Motor Function
- Coordination and Balance

First Aid for Hazardous Marine Life Injuries Skills
- Injury Management
  - o Stings
  - o Spiny Envenomations
  - o Contact Injuries
- Pressure Immobilization Technique
- Anaphylactic Shock (use of epi-pen)

Minimum Number of Teaching Presentations per Instructor Course

DAN CPR and First Aid (BLS)
One (1) from the CPR and Related Skills list
One (1) from the First Aid Skills list.

Emergency Oxygen for Scuba Diving Injuries (EO2)
Two (2) from the Emergency Oxygen skills list
        *unless the candidate is also a DFA Pro Instructor candidate, then one (1)
        presentation from this list will suffice

Diving First Aid for Professional Divers (DFA Pro)

One (1) from the CPR and Related Skills list
One (1) from the First Aid Skills list.
One (1) from the Emergency Oxygen skills list
One (1) from the Neurological Assessment skills list
One (1) from the First Aid for Hazardous Marine Life Injuries skills list

About the Diving First Aid for Professional Divers (DFA Pro) course:

To facilitate the content of this program, as well as to expedite the IQC for individuals completing the full instructor suite of DAN courses, the instructor candidate is to complete the instructor e-learning modules for all of the first-aid courses. Completion of each of these other instructor modules is a prerequisite to access the *DFA Pro* e-learning module. Sending an invitation to the *DFA Pro* instructor module automatically includes all of the prerequisite modules (if not completed previously), or the courses can be sent individually. This includes *CORE Part 1, DAN CPR and First Aid (BLS), and Emergency Oxygen (EO2)* For this reason, offering the full suite of DAN first-aid courses to these candidates may be the best option.

NOTE: Signing off on *DFA Pro* does not automatically qualify the instructor candidate to teach the component courses. Each course must be approved individually via e-learning.

NOTE: Neuro and HMLI are no longer offered as stand-alone courses, but are still included in the knowledge and skills portions of DFA Pro.

IQC Outline

The following is a recommended sequence for a full IQC. Adjust as appropriate for IQCs that do not include all programs. (Note: CPR should always be conducted first, as it is a prerequisite for Emergency Oxygen and recommended before participating in other courses.)

- Welcome/Course Overview
- *Core Part 2* Module including:
  o An overview of -learning as an instructor
  o Marketing and pricing courses
  o Steps to conducting a provider course
- Skills Workshop (see Key Skills list on pages 13)
- Individual Course Review and Candidate-Skill Presentations
  o *DAN CPR and First Aid (BLS)*
    ▪ CPR skills should be reviewed as part of the IQC even if none of the CPR courses are included. CPR remains a prerequisite for *Emergency Oxygen* and is recommended before the other courses. All instructors should be proficient in their CPR skills.
  o *Emergency Oxygen for Scuba Diving Injuries*
  o *Neurological Assessment for Divers*　⎫
  o *Hazardous Marine Life Injuries (HMLI)*　⎬ as part of DFA Pro
- Conducting *DFA Pro*
- *Review of Course Exams*

When *Diving First Aid for Professional Divers* is included in an IQC, conduct each of the other course modules first. Then the Neurological Assessment and First Aid for Hazardous Marine Life Injuries skills may be conducted. Review the *DFA Pro* course sequence and expanded topics to assure understanding of how to conduct this course.

Review of Provider Course Final Assessment

After all candidates have successfully completed teaching presentations for each module, review the provider final assessment as a group. Instructor candidates must thoroughly understand the correct answers in the exam and why those answers are correct.

Remind Instructor Candidates the final assessment is to be conducted after all knowledge components *and* skills have been completed.

Skill Teaching Presentation Outline

DAN Training Programs are extremely skill-dependent as providers are tasked with judging the condition of an injured diver, making decisions about the care for that diver and using the appropriate equipment or techniques to deliver care.

Skill development as it is to be presented for all DAN first-aid courses includes five elements:

- Introduction
- Real-Time Demonstration
- Talk-Through Demonstration
- Control/Conduct
- Debriefing

Throughout the skill presentations, instructor comments should stay within the scope of skill development. Re-teaching information covered in the knowledge development portion should not be necessary. Do answer questions and clarify points in light of practical application of knowledge but avoid unnecessary repetition of information already covered with the student.

Possibly one of the most challenging elements of the Skill Presentation is the real-time demonstration. Research has shown that first-aid providers retain skills markedly better when they see them performed as they would be in a real emergency before they even know the key points. However, this is a difficult change to make for many dive instructors, as the real-time demonstration often comes second during pool training for diving skills. Do help your instructor candidates with this transition. Patience and gentle reinforcement are often required.

A general discussion of the Skill Demonstration follows:

Introduction
The introduction includes the name of the skill, a statement of the performance objective and a brief comment on why this skill is important (the rationale).

Example:
"All right class, the next skill we are going to work on is using the Demand Valve.

For this skill you must provide emergency oxygen to a simulated responsive breathing injured diver using the demand inhalator valve and oronasal mask.

This is the most common oxygen delivery method you will use, as most injured divers are conscious and breathing. It is also the best delivery device for breathing divers, as no oxygen is wasted, and it delivers as close to 100 percent oxygen as possible. Watch while I demonstrate for you in real time how it would look if you were to give oxygen first aid to an injured diver using the DAN Demand Valve. You can follow along using your Emergency Oxygen slate."

Real-Time Demonstration
This portion of the skill presentation sequence is a simulated incident and will be basically quiet except for the interaction between the provider (role-playing instructor) and the injured diver. For the demand valve skill, the provider (role-playing instructor) would talk to the diver, determine that there might be a problem and suggest that the injured diver accept oxygen first aid. Then the provider (role-playing instructor), while still talking to the injured diver, will set up the equipment turn it on, inhale from it/exhale away from it and give it to the diver — all of this without explaining anything to the class. This should be a role-model skill depiction.

Talk-Through Demonstration
This step in the skill presentation is where the instructor steps out of the scenario and addresses the class again. The instructor should explain each step of the skill, highlighting key points/steps. This can be accomplished one of two ways: The instructor can repeat the entire scenario while elaborating on the key points, or the instructor can simply talk about the key points while referencing the real-time demonstration. The instructor should also answer questions and reinforce the purpose of the skill. Only repeat knowledge development material as necessary to answer questions and address student needs.

Control/Conduct
The instructor should divide the class into groups assigning roles. Adequate instructions are to be provided to the students, explaining to them the roles they will play while participating in the skill practice as providers, injured divers/assistants and coaches. The instructor should encourage the coach to use the course slate to guide the provider. Group members will rotate through roles until everyone has had a chance to participate in each role. Providing a scenario for skill practice enhances the application of knowledge to skill performance.

Debriefing

After each student has had a chance to participate in the skill practice as a provider, the instructor should touch on problems that were encountered by students during the skill practice and acknowledge positive performance of steps specific to the skill in progress. Address both in a general manner, and avoid singling out any one student. Choose problems and positive performances that are specific to the skill being taught. (Example: "There were a couple of people who forgot to ask their injured divers for permission to administer oxygen. Everyone, though, remembered to exhale away from the mask as they checked equipment function before placing the mask on the diver's face.") Close the debriefing with reminders of the key points for that skill. They are noted at the end of each skill in all programs.

Skill Presentation Evaluation Process

Skill presentations will be evaluated on a **fifteen (15) point** scale. As instructor candidates move through the presentation, the trainer will conduct the evaluation by checking off critical points in each presentation, adding up the score. Instructor candidates must score a **minimum of twelve (12) points to pass** the skill presentation. Instructor candidates must **also complete the minimum for a section where identified including the '*' item under each section**, or the candidate must repeat the presentation.

The trainer should keep the evaluation sheets for teaching presentations with the rest of the instructor candidate's records. Each candidate must successfully present the skills presentations for each module, (see pages 13 and 14 for those requirements), scoring a minimum of twelve (12) points, and meeting all section minimum requirements on each. Retain all evaluations in your course records.

The evaluation criteria are as follows:

Introduction (Minimum 3 of 4 points)
- Identified skill
- Verbally provided skill objective
- Explained the rationale for the skill
- *Avoided re-teaching knowledge portion; stayed focused on skill development

Real-Time Demonstration (Minimum 2 of 3 points)
- *Provided role-model depiction of the skill
- *Performed skill in real-time – no extra talking
- Demonstrated a sense of urgency, but was deliberate in actions

Talk-Through Demonstration (Must complete both – 2 points)
- Emphasized the key points of the skill
- Kept skill description brief

Control/Conduct (Minimum 2 of 3 points)
- Organized the students into appropriate roles
- Provided scenario for skill practice
  - see suggestion on skill page in Instructor Guide
- Provided support/correction as required and/or positive reinforcement

Debrief (Minimum 2 of 3 points)
- Provided positive reinforcement of skill-specific steps
- Identified problems in a general manner
- *Re-emphasized key points

Skills Teaching Presentation Evaluation Sheet (Version 3.0)

Candidate Name: _____ Date: _____

Scenario: _____

Skills presentations will be evaluated on a 15-point scale. As instructor candidates move through the presentation, the trainer will conduct the evaluation by checking off critical points in each presentation and adding up the score. Instructor candidates must score a minimum of twelve (12) points to pass each skill presentation.

Instructor candidates must also complete the minimum for a section where identified, including the '*' item under each section, or the candidate must repeat the presentation.

Introduction (Minimum 3 of 4)
- ☐ Identified skill
- ☐ Verbally provided skill objective
- ☐ Explained the rationale of the skill
- ☐ *Avoided re-teaching knowledge portion; stayed within scope of skill development

Comments _____
_____

Real-Time Demonstration (Minimum 2 of 3)
- ☐ *Provided role-model depiction of the skill
- ☐ *Performed skill in real-time – no extra talking (simulated injury)
- ☐ Demonstrated controlled, deliberate action

Comments _____
_____

Talk-through Demonstration (Must do both)
- ☐ Emphasized the key points of the skill
- ☐ Kept skill description brief

Comments _____
_____

Control/Conduct (Minimum 2 of 3)
- ☐ Organized the students into appropriate roles
- ☐ Provided scenario for skill practice (see suggestion on skill page in Instructor Guide)
- ☐ Provided support/correction as required and/or positive reinforcement

Comments _____
_____

Debrief (Minimum 2 of 3)
- ☐ Provided positive reinforcement of skill-specific steps
- ☐ Identified problems in a general manner
- ☐ *Re-emphasized key points

Comments _____
_____

Total Points _____/15   All minimums met?   Y   N

Trainer Name _____   Number _____
                        (Print)

Trainer Signature _____   Date _____

Instructor Registration

Upon completion of the IQC, the Instructor Trainer is to confirm candidate completion of each IQC module via eLearning within seven (7) business days.

When 'approving' an instructor candidate for processing, the Instructor Trainer is verifying:

- The candidate has met all prerequisites, including current membership with their scuba agency.
- The required e-learning was completed.
- Each module indicated was covered intentionally as part of the IQC.
- The required skills presentations were successfully completed.
- The instructor candidate has received instruction on how to conduct the specific courses submitted for instructor authorization.

Upon submission of the new instructor confirmation the application fee will be due. Submission will not be processed until the fee payment is complete. Fees are incurred per module and will need to be paid by module. However, there are no charges for *Core*.

Credentials will be delivered electronically via email notification. These are also available in the e-learning profile, under the 'completed' tab.

Instructor Trainers should maintain copies of all instructor candidate paperwork, including copies of the instructor candidate's prerequisite credentials. Copies of administrative paperwork should be maintained for seven (7) years, (or longer if required by local law), as part of their personal class records.

QUICK REFERENCE

Steps to Conduct the Instructor Qualification Course

1. Ensure that each instructor candidate meets all prerequisites.
   - Maintain copies in your files, including:
     - Copy of SCUBA diving leader certification showing current membership with their respective scuba agency (liability insurance is not required)
     - Copy of current cardiopulmonary resuscitation (CPR) instructor rating (if not enrolled in one of the CPR course module during the IQC - DAN CPR and First Aid (BLS) or DFA Pro)
2. Confirm instructor candidates have completed *Core Part 1* in e-learning.
   - Ensure each candidate has downloaded and bought the most recent edition of the *Instructor Manual*.
3. Confirm completion of the e-learning instructor module for each course being offered in the IQC.
   - Ensure each candidate has downloaded and brought the specific instructor guide for each module they intend to complete.
4. Introduce the course staff and ask instructor candidates to briefly introduce themselves.
5. Conduct *Core Part 2*, including an introduction/overview of the e-learning platform and resources.
6. Integrate the Skills Workshop into the *Core Part 2* module where indicated.
7. Evaluate skill teaching presentations and assess for role-model skills for each training program being completed by each candidate.
   - Review additional skills as needed per the list noted earlier
8. Offer suggestions for improvement, and counsel any instructor candidates who have difficulty facilitating the skills-development session or personally performing skills during practice.
9. Review the final assessment for each course to assure understanding of correct answers (may be completed orally as a group).
10. Congratulate all course participants and encourage them to continue learning about dive safety and dive training.
11. Remediate any unsuccessful instructor candidates.
12. Remind instructor candidates that first-aid skills deteriorate at variable rates and that retraining for providers is required every two years (24 months). They in turn must teach at least one course every 24 months.
    - By renewing completion status for their providers every two years, they will meet the teaching requirements to maintain active teaching status.
13. Register new instructors through on-line platform.