



AUSTRALIAN LIFESAVING
ACADEMY



Certificate II in Public Safety (Aquatic Rescue)

PUA21012

Learner Guide 2014/15

**Incorporating:
SLSA Bronze Medallion requirements**

CANDIDATE NAME:

THIS LEARNER GUIDE IS TO BE KEPT BY THE STUDENT AT THE END OF THE COURSE

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Award Summary

The aim of this course is to provide participants with the skills and knowledge of basic patrolling and surf awareness in order to be able to participate in lifesaving operations. This is the core award to be a surf lifesaver in Australia.

A full list of Learning Outcomes for this course is in the Course syllabus document, available online, and in the Bronze manual. Topics covered are:

- Safety and well being
- Surf awareness and skills
- The human body
- Resuscitation
- Defibrillation and basic oxygen
- First aid
- Communications
- Radio operations
- Rescue techniques
- Carries and supports
- Beach Management

National qualification

Those who successfully complete the nationally recognised qualification Certificate II in Public Safety (Aquatic Rescue) assessment may also be eligible to receive the SLSA Bronze Medallion.

The following units of competency are issued with this qualification, PUA21012 Certificate II in Public Safety (Aquatic Rescue):

- PUACOM001C Communicate in the workplace
- HLTF A211A Provide basic emergency life support
- PUASAR013A Participate in an aquatic rescue operation
- PUATEA001B Work in a team
- PUATEA004D Work effectively in a public safety organisation
- PUAOHS001C Follow defined occupational health and safety policies and procedures
- PUAOPE013A Operate communications systems and equipment

AND the following units may be issued if the competency/assessment requirements are met:

- PUAEME001B Provide emergency care
- HLTAID001 Provide cardiopulmonary resuscitation

In order to be able to issue national qualifications, trainers and assessors need to follow certain standards and confidently assess a pre-determined set of skills and knowledge.

The Bronze Medallion and the Certificate II in Public Safety (Aquatic Rescue) are assessed simultaneously. Assessment is holistic – that is, each assessment task contributes to more than one of the units of competency above, and no unit of competency above can be awarded from a single assessment task.

Training and assessment disclosures

- Prior to commencing training and assessment, trainers and assessors should openly and transparently discuss with candidates:
- Their rights and obligations (include appeal and complaint procedures)
- Any special needs candidates may have and how these will be accommodated during training and assessment
- The nature of the training, and the nature of assessment and the expectations placed on candidates

Following assessment, assessors should discuss the results of the assessment with candidates (preferably individually) and provide feedback to candidates. It is especially important for those candidates who were deemed to be Not Yet Competent (NYC) in an assessment to be given specific feedback, so that they can then work with their trainer to improve their skills and knowledge and prepare for re-assessment.

If you would like to know more about nationally recognised awards ask your club training officer, visit the SLSA web site (www.sls.com.au) or contact your state office.

Pre-requisites

Candidates must meet ALL of the following conditions:

- be at least 15 years of age on the date of final assessment
- complete a 400 metre swim in nine (9) minutes or less, unaided (goggles/mask permitted), in a swimming pool of not less than 25 metres, or over a measured open water course which will be observed prior to the candidate undertaking any water training or assessment activities, evidence of which must be provided to the Assessor on the appropriate form prior to commencement of the assessment for this qualification

Current skills and knowledge – RPL and credit transfer

Candidates who believe they already possess some or all of the skills and knowledge of this award, or who have received one or more of the related units of competency, may wish to apply for Recognition of Prior Learning (RPL) or Credit Transfer. These candidates should consult their chief training officer or State Centre for more information.

Competency can be demonstrated in a number of ways, and most commonly it is done by:

- Showing a recognised qualification which delivered the same unit/s of competency, OR
- Providing evidence sufficient to demonstrate the same competencies, OR
- Undertaking the assessment tasks for the course

NOTE: recognition for units of competency in the Certificate II in Public Safety (Aquatic Rescue) does NOT fulfil all of the requirements for the Bronze Medallion.

Requalification: to maintain currency in both the Bronze Medallion and CPR components of this course, annual Skills Maintenance is required.

Candidate induction

All Bronze Medallion candidates will undergo an induction which will be conducted by a suitably experienced club official or senior member. This induction forms an important part of the Bronze Medallion learning and assessment, and all candidates will be questioned during assessment on a random selection of information given to them during their induction.

Those responsible for leading candidates through an induction should refer to the induction checklist in the Introduction chapter of the 33rd Edition of the Public Safety and Aquatic Rescue training manual to ensure that they cover all of the required information. When the induction is complete, candidates should ensure that the person who took them through the induction signs the relevant box in the "Final Assessor Sign-off" page at the end of this document.

From an Assessor's point of view, evidence gathering for the induction portion of the assessment is based on two sources:

- A sign-off on the final assessment sheet by the appropriate trainer or official who conducted a candidate's induction; and
- Questioning of the candidate by the assessor on information learned during the induction.

Assessors will use their discretion to determine each candidate's level of knowledge as gained through the induction. Assessors can choose questions from among the suggested supplementary questions (see pg 28-31) or can ask any appropriate, relevant questions they feel necessary.

Policies and Procedures

All policies and procedures referred to in this Learner Workbook can be located at either:

- Life Saving Victoria website (www.lifesaving.victoria.com.au)
- SLSA member portal (<https://portal.sls.com.au/wps/portal/member/>)

OR

- With your Club office/administration

Assessment Information

Candidates are assessed in the following steps:

PRE-REQUISITE

400m timed swim in less than 9 minutes

INDUCTION

Induction checklist completed - trainer signs to confirm completion

DRY ASSESSMENTS

Assessment Task 1 - Theory exam

Assessment Task 2 - Signals Activity

Assessment Task 3 - Radio Activity

Assessment Task 4 - First Aid and Resuscitation Activity

WET ASSESSMENTS

Assessment Task 5 - Run-swim-run Activity

Assessment Task 6 - Rescues and Carry Activity

Assessment Task 7 - Patrol Activity

FINAL SIGN OFF

Assessor to sign to confirm all assessment tasks completed satisfactorily

Candidates must successfully undergo a rigid and thorough induction and satisfactorily complete all seven assessment tasks in order to be assessed as competent in the Bronze Medallion, and to be eligible for the national qualification.

Candidates who are unsuccessful in any activity are able to be reassessed in that task. These candidates should discuss this option with their trainer(s) and assessor(s) on the day of assessment.

Information for candidates and trainers

Trainers and candidates will find all of the knowledge and skills required for the assessment tasks in the 34th edition manual, "Public Safety and Aquatic Rescue":

Induction	Induction	Introduction & Chapter 1
AT-2	Signals Activity	Chapter 7
AT-3	Radio Activity	Chapter 8
AT-4	Resuscitation and First Aid Activity	Chapter 3, 4, 5 & 6
AT-5	Run-swim-run Activity	Chapter 2
AT-6	Rescues and Carry Activity	Chapter 9 & 10
AT-7	Patrol Activity	Entire manual, esp. Chapter 11

Information for assessors

Those designing activities should attempt to make the situations as real as possible with the use of the same equipment, emotions, injuries/illnesses and environments that candidates are likely to encounter while on patrol.

Many assessment activities will need to be run at least twice, with a change in some elements, to ensure that each participating candidate is given every opportunity to demonstrate the skills and knowledge that need to be assessed. This can be achieved by, for example, rotating candidates through several different resuscitation roles in the resuscitation activity.

Candidates involved in the activities should be given a pre-briefing describing the situation in which they are about to participate. This might include an introduction to the equipment available for their use, surf and beach conditions and what elements the assessor will be looking for. Candidates should use this opportunity to ask questions, ensuring they are clear on all aspects of the assessment activity.

Order of activities

There are no technical requirements for running the assessment activities in any particular order. However, there are a number of practical reasons for running the activities in the order suggested. The following points should be kept in mind:

- For safety reasons, candidates should demonstrate their Signals skills before commencing any activities in the water.
- Activities requiring significant physical effort (e.g. Run-swim-run and Rescues/carry) should be adequately separated to allow sufficient recovery time.
- The Patrol Activity should be left until last, as all of the other activities are assessing skills that will be required in the Patrol Activity.

Tips for designing Activities

Activities should be designed so that:

Participants are not made to feel uncomfortable or embarrassed

- The outcomes are clear
- The steps in the process and any timelines are clearly explained
- People play themselves or a particular role or style
- There is, if possible, an opportunity for candidates to practice new behaviour as a result of feedback
- Where appropriate, teamwork, problem solving and communication skills are utilised and assessable

Activities work best when:

- The activities are realistic to the patrol environment
- There is adequate time to debrief the process
- The activity is followed by theory questioning to reinforce the underpinning knowledge

**PUA21012 - Certificate II in Public Safety (Aquatic Rescue)
Self-assessment and review questions**

Induction

Introduction

The questions in this document are designed to assist candidates for the Surf Lifesaving Bronze Medallion to better understand some of the information included in the 34th edition manual, "Public Safety and Aquatic Rescue". These questions are for review and self-assessment only – they are not an assessable part of your training program.

INDUCTION

Administration

- a) In what year was your club founded? _____
- b) Name two committees at your club. _____

- c) What is the name of your state body? _____
- d) Who is your club president? _____
- e) Where can you find a copy of the SLSA member protection policy? _____
- f) Name three national policies that you can view or download from the SLSA national website (www.slsa.asn.au) _____

- g) Where can you access your state's policies? _____

- h) Who do you talk to at your club if you have a problem or complaint? _____

Occupational Health and Safety

a) Name two SLSA policies
(available on www.slsa.asn.au)
related to OH&S.

b) Describe your club's process for
reporting OH&S issues

c) Describe your club's process for
reporting injuries.

d) Name three items of personal
protective equipment (PPE)
available at your club.

e) Describe the location of two fire
extinguishers at your club.

Training

a) Name two awards (other than
the Bronze Medallion) that you
can achieve through Surf
Lifesaving.

b) What is the name of the
national qualification you may
be eligible for if you achieve the
Bronze Medallion?

- c) What is your trainer's name (or the name of one of your trainers)? _____

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**Chapter 1
Safety and wellbeing**

SAFETY AND WELLBEING

1.1 Personal care and hygiene

- a) Name two of SLSA's responsibilities to you. _____

- b) Name two of your responsibilities to us. _____

1.2 Occupational Health and Safety

- a) What is the name of the federal law (legislation) that ensure that employers provide a safe and healthy workplace for their employees? _____

- b) Name two of your OH&S responsibilities to us _____

- c) Name two items that should be in your personal hygiene kit (bum bag). _____

1.1 Lifting and carrying

a) What is the minimum number of people required for lifting an unladen IRB?

b) Name two items that should be carried to and from the beach on a trolley or similar.

1.2 Personal Injury

a) List the three steps in reporting personal injuries:

1

2

3

1.5 Physical health and fitness

a) True or false: Lifesavers don't need to maintain their personal fitness levels outside of patrol season?

b) Describe some of the reasons people become overweight.

c) How long do blood alcohol levels remain high after drinking?

d) True or false: Surf lifesavers are allowed to smoke while on patrol?

e) List three ways of helping to prevent personal sun damage.

1

2

3

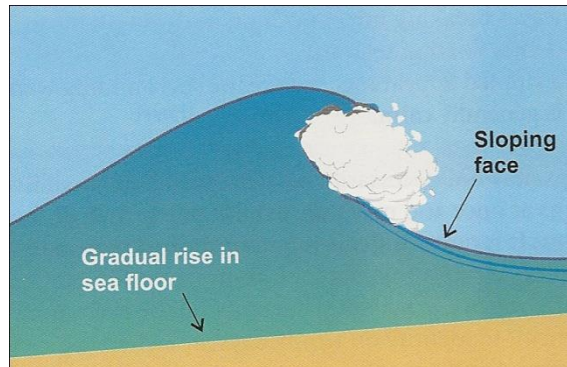
PUA21012 - Certificate II in Public Safety (Aquatic Rescue)
Self-assessment and review questions

Chapter 2
Surf awareness and skills

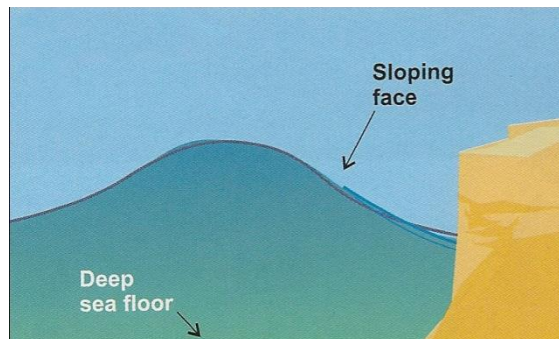
SURF AWARENESS AND SKILLS

2.1 Waves

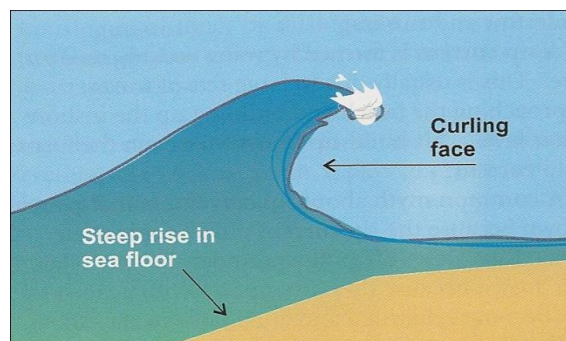
a) Name these three wave types:



i.



ii.



iii.

2.2 Rip currents

- a) List three of the five common signs of a rip current:

- b) Name the three types of rip currents:

2.3 Beach types and hazard ratings

- a) Examine the beach at your club's location.

a) Identify its type and list the features that led you to that determination

b) Based on the beach type and features, what is its hazard rating?

2.4 Self-survival skills

- a) To keep your body in a buoyant position when floating on your back, what do you do with your hands?

2.5 Rescue board paddling

a) When lying down paddling a board, you should use your arms in a similar way to which swimming stroke?

b) What is the main benefit of paddling on your knees over paddling in the prone position?

c) Describe two ways you can negotiate a wave when paddling through the break?

d) In what position should both patient and rescuer be in on a rescue board?

Chapter 3
The human body

THE HUMAN BODY

3.1 The circulatory system

a) What are the main components of the circulatory system?

b) What is the name of the vessel that takes oxygenated blood out of the heart to the rest of the body?

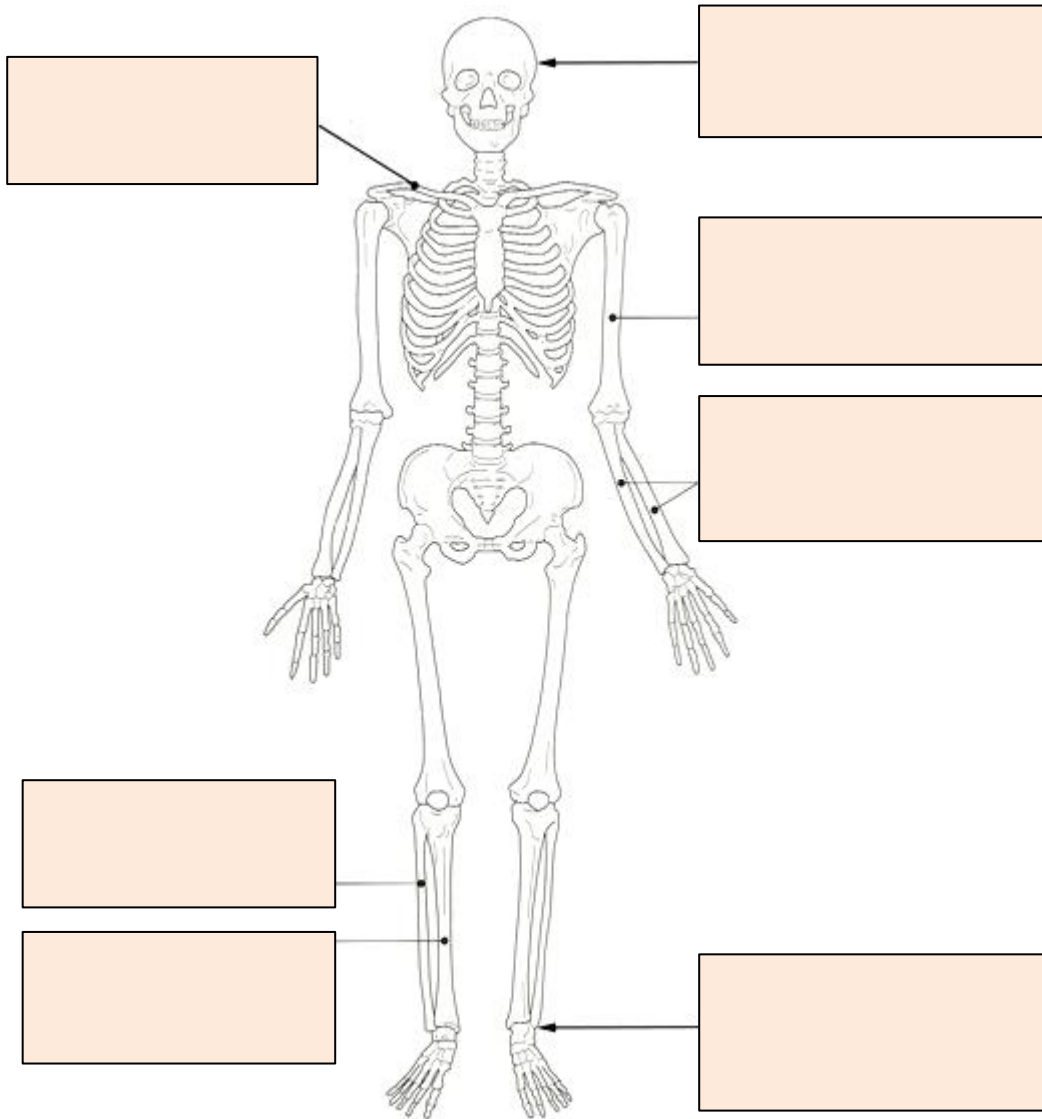
c) What is the name given to the tiny vessels that link the ends of the smallest arteries with the smallest veins?

d) How long does it take before brain damage begins due to lack of oxygen?

e) Which vessels carry the blood back to the heart after the oxygen has been used?

3.2 The skeletal system

a) Identify and label the indicated components of the skeletal system:



3.3 The respiratory system

a) What are the two common names for the upper and lower sections of the respiratory system?

b) What is the name of the large muscle below the lungs that assists in breathing?

c) How much (as a %) of the air we breathe is oxygen?

d) What are the two sections of the respiratory system

3.4 The nervous system

A) What happens if the breathing control centre does not have a good supply of oxygen?

B) What are the three main components of the peripheral nervous system?

Chapter 4

Resuscitation

(conducted in accordance with the Australian Resuscitation Council (ARC) Guidelines
– a guide to the correct methods of conducting CPR and First Aid)

RESUSCITATION

4.1 The Chain of Survival

a) Name the four stages of the
“Chain of Survival”:

1. _____
2. _____
3. _____
4. _____

b) The acronym DRSABCD is
often used as a handy
reminder of the steps in
providing resuscitation. What
do the six letters each stand
for?

- D** _____
- R** _____
- S** _____
- A** _____
- B** _____
- C** _____
- D** _____

c) What are some of the ways you
might assess the
consciousness of a patient?

d) What is the “key” to successful resuscitation?

e) How does a lifesaver maintain an open airway for a patient positioned on their back?

f) What are the three words to remember to assist you when checking for breathing?

L _____

L _____

F _____

g) Name three of the five occasions on which you may decide to use mouth-to-nose rescue breathing.

1 _____

2 _____

3 _____

h) In CPR, how many compressions should you perform in each cycle?

i) Give two reasons why an infant’s airway may be more likely to be blocked.

Chapter 5
Defibrillation and basic oxygen

DEFIBRILLATION AND BASIC OXYGEN

5.1 Defibrillation

a) What does the acronym AED stand for?

A _____

E _____

D _____

b) As a first preference, who should perform defibrillation?

d) Can you perform defibrillation on a patient that is breathing and responsive?

e) Why should you not operate an AED in an unstable environment (eg, car or boat)?

f) What should you do if the patient is wet and you need to use the AED on them?

5.2 Oxygen

- a) Name four conditions that might benefit from provision of oxygen:

- b) In what position should an unconscious patient be when given oxygen?

- c) How should oxygen bottles be stored?

- d) Is it acceptable to allow a conscious patient to hold the oxygen mask themselves?

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Self-assessment and review questions**

**Chapter 6
First Aid**

FIRST AID

6.1 Introduction

- a) What are the five aims of first aid?
P
P
P
P
P

- b) What is meant by the term "implied consent"?

- c) True or false? Australian law says that everyone has a duty of care to provide assistance to someone in need.

- d) Why is it essential that all incidents and patients are documented?

- e) When should first aid supplies in a first aid kit be restocked?

- f) In what position should an unconscious but breathing patient be placed?

- g) Give two examples of patients who SHOULD be sent to hospital as soon as possible.

h) What is the item of personal protective equipment that SLSA recommends you wear for every First Aid case? _____

i) What is the normal heart rate range for an adult? _____

k) Name three things a rescuer is looking for when doing a body check (secondary assessment). _____

6.2 Bleeding, cuts and abrasions, shock

a) Complete this sentence: "When treating severe bleeding you should apply..." _____

b) Should a bleeding limb be raised or lowered? _____

c) If a dressed wound continues to bleed, what is the correct procedure? _____

d) What do you use to clean a wound or abrasion? _____

e) True or false: To treat a nosebleed, have the patient lie down with their head tilted back. _____

f) How long would you allow a nosebleed to continue bleeding before seeking medical assistance?

g) Name two causes of shock:

h) Name three signs or symptoms of shock:

6.3 Breathing / respiratory

a) When assessing respiratory emergencies, there are two things to be assessed. One is the rate of breathing. What is the other?

b) Name four possible triggers for asthma:

c) What is the ratio of inhaler puffs to breaths?

6.4 Heart / cardiovascular

a) Angina refers to the chest pain and associated symptoms felt when there is a decrease in what?

b) What is cardiac arrest?

c) Name three of the signs and symptoms of chest pain.

d) What are the two things to do as the first step in management of chest pain?

6.5 Altered state of consciousness

a) Give three examples of causes of altered consciousness.

b) Give three symptoms of imminent fainting.

c) When managing a patient who has fainted, how should you position their head?

- d) If recovery from fainting does not occur in just a few minutes, what is the first aid giver's next course of action?

6.6 Spinal injuries

- a) Why should an injury to the spinal column be viewed as serious?

- b) What are the two mechanisms responsible for most neck injuries in the water?

- c) Which of these two (from 6.6 b above) is responsible for most neck injuries?

- d) When someone is found floating in shallow water, you should manage them as a suspected spinal injury case. This means that as you remove their face from the water, what else must you do at the same time?

6.7 Temperature-related illnesses

- a) Complete this sentence:
Hypothermia occurs when the deep body's core temperature ...

b) What is the first step in managing a conscious hypothermia patient?

c) What is the most severe heat-induced illness?

d) Heat stroke occurs when

e) Where should cold packs or ice be applied when managing a heat stroke patient?

6.8 Burns

a) The best way to cool a burn is by running tap water over the area for how long?

b) What should you cover the burned area with?

c) When treating a chemical burn, for how long should you rinse the exposed area with running water?

d) List the four signs and symptoms of sunburn.

6.9 Hard and soft tissue injuries

a) Provide a short definition for each of these hard tissue injuries:

Fracture

Dislocation

Subluxation

c) True or false: You should attempt to position a dislocated joint.

d) Provide a short definition of a strain.

e) Provide a short definition of a sprain.

f) The acronym RICER is often used to recall the correct management of soft tissue injuries. What do each of the letters stand for:

R

I

C

E

R

6.10 Marine envenomation

a) Some venoms can be prevented from being absorbed into the blood by using what sort of bandaging?

b) Tropical jellyfish stings (with the exception of bluebottles) should be doused with what, and for how long?

e) Name three creatures for whose stings the Pressure Immobilisation Technique (PIT) is recommended:

f) Name three creatures for whose stings the Pressure Immobilisation Technique (PIT) is NOT recommended:

Chapter 7
Communications

COMMUNICATIONS

7.1 Effective communication

- a) To communicate effectively we have to match our language to the situation. What are the three things we need to clearly work out?

- b) Explain what is meant by each of these five “skills to ensure effective communication”:

Pay attention -

Observe -

Listen -

Summarise -

Respond -

7.2 Verbal communication

- a) List three ways that we can help to avoid barriers to good communication:

- b) You also need good listening skills. Explain the three levels of listening:

Non-hearing - _____

Hearing - _____

Listening and thinking - _____

7.3 Non-verbal communication

- b) List four forms of non-verbal communication that can be 'read':

7.4 Graphic communication

What do each of these Australian Standard symbols mean?



a)



b)



c)



d)



e)



f)

7.5 Selecting a communications tool

- a) Explain four points that should be considered to assist in selecting the most effective communication channel:

- i) _____

- ii) _____

- iii) _____

- iv) _____

7.6 Signals

- a) True or false: It is essential for every lifesaver to know the standard SLSA signals. _____
- b) In addition to hand signals, Beach to Water signals can also involve the use of what? _____
- c) Why is it important that members of the beach patrol are waiting at the water's edge when a boat returns with a patient? _____

7.7 Hand signals

What do these standard SLSA signals mean?



a)



b)



c)



d)



e)



f)



g)



h)

Chapter 8
Radio operations

RADIO OPERATIONS

8.1 Radio equipment and channels

a) What is a repeater?

b) What are the names of two main types of radio networks used in surf lifesaving?

8.2 Radio technique

a) How should you begin your initial call? What should you say?

c) What does the proword “break” mean when used during a transmission?

d) Radio checks are the quickest way to check what?

e) What are the four main roles of Surfcom (or your State communication centre)?

8.3 Procedures and maintenance

a) For any incident you should use the four P's to pass on accurate information. What do the four P's stand for?

P

P

P

P

b) What is the emergency call for SLISA?

c) Provide four tasks that you might perform during regular radio maintenance:

Chapter 9
Rescue techniques

RESCUE TECHNIQUES

9.1 Introduction

- a) SLSA has developed four important concepts of lifesaving practice. Give a brief definition of each:

PREVENTION

RECOGNITION

RESCUE

RECOVERY

9.2 Recognising the patient

- a) Give four examples of high risk groups:

b) Give four examples of signs of a distressed person:

c) Give four examples of classic behaviour exhibited by drowning patients:

9.4 Deciding on a course of action

a) What are the four factors that will influence your course of action in a rescue situation?

b) How could you use a rip to your advantage in a rescue situation?

c) What are the two main advantages of a rescue board?

- e) What are the two main disadvantages of a rescue tube?

9.5 Retrieving the patient

- a) What might a panicking patient do as a rescuer approaches?

- c) After raising a submerged patient to the surface, what are the three things you should do?

9.6 Rescue methods

- b) Performing rescues without equipment increases the risk to whom?

- c) The defensive position will help prevent you being attacked by a drowning patient. This involves approaching the patient:

1

2

3

- d) Name the two recommended methods for returning a patient to shore without equipment:

- e) At what point during a tube rescue would you put on your swim fins?

f) At what distance should you stop from a conscious patient and push the tube toward them?

g) When rescuing an unconscious patient, what should you do if they are not breathing?

h) What do you need to check for when entering the surf zone while returning a patient to the shore?

i) After reaching an unconscious, breathing or exhausted patient and maintaining patient support, what SLSA signal should you then use?

j) What is an effective method for returning a heavy patient to shore, or in situations such as strong current or rough surf?

k) When approaching a patient using a rescue board, on what side of the patient should you aim to keep the rescue board?

l) Complete this sentence: In water rescue breathing is a very difficult technique and should only be performed ...

m) What is the signal for a mass rescue alert?

n) What do you do if you hear the Mass Rescue Alarm sound?

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Self-assessment and review questions**

**Chapter 10
Carries and supports**

CARRIES AND SUPPORTS

10.1 Picking up, carrying and lowering a patient

- a) In the two-person carry, one lifesaver will provide support with the patient's back against his / her chest. What does that lifesaver then do with their hands?

- c) What carry is suitable for use for a stinger-affected patient?

- d) Why should a stinger patient be restrained from running around?

10.2 Spinal injuries

- a) A person found floating face down in shallow water. This person should be managed as a suspected spinal injury. In such a case, what is the first thing to do upon reaching the patient?

- b) What is the minimum number of people for a spinal board carry?

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Self-assessment and review questions**

**Chapter 11
Beach Management**

PATROLS

11.1 Roles and responsibilities

- a) What is a lifesaver's primary function on patrol?

- c) Where on a beach should rescue equipment be placed?

- d) Who is responsible for recording information in the Patrol Log Book?

11.2 Starting patrols

- a) At what time should you arrive for your rostered patrol?

- b) List four items that will be included in a patrol briefing:
1 _____
2 _____
3 _____
4 _____
- c) What should you be looking for when checking rescue tubes prior to a patrol?

11.3 Patrolling

a) What names are given to the three patrolling methods?

1

2

3

b) What is "scanning"?

c) Name at least three methods of scanning:

d) Name at least three scanning strategies:

11.4 Emergency services

a) What does each of these acronyms stand for?

IRB _____

RWC _____

JRB _____

b) In order to be able to assist in launching and retrieving an IRB, Bronze Medallion holders should know what three things?

c) What is the minimum roped-off area required for helicopter beach landings?

d) What signal do you use to ask permission from the pilot to approach a helicopter (to proceed under the rotor disc)?

e) What other emergency services are available in your club's operational area?

