



AUSTRALIAN LIFESAVING
ACADEMY

BRONZE MEDALLION

Learning and Assessment Guide

Certificate II in Public Safety (Aquatic Rescue)



Acknowledgments

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How to supply feedback on improving this resource

All resources developed by the Australian Lifesaving Academy are reviewed at least annually and updated as required. Feedback can be supplied through the online Improvement Requests form on the Resource Development Page at www.slsa.com.au or in writing to:

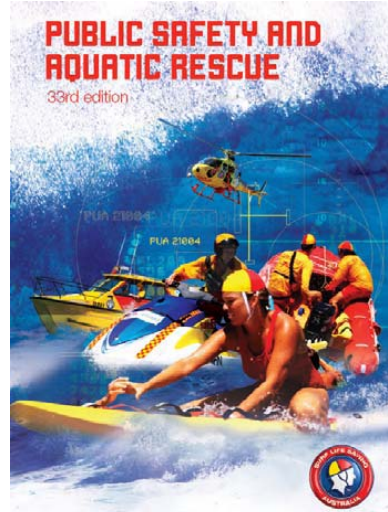
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Introduction

This manual is designed for several audiences - learners about to undertake training in the Surf Lifesaving Australia Bronze Medallion award, trainers who will be assisting individuals or groups build the skills and knowledge required for the award, and the assessors who will be designing and conducting assessments for the award.

Learners Use this Learning and Assessment Guide in conjunction with the Bronze Medallion manual, “Public Safety and Aquatic Rescue” (right). While the Bronze manual provides all the information you require to develop the skills needed to be a lifesaver, this guide will explain how you will be assessed, and what assessors will be looking for during the assessment.



Trainers This guide will help you to understand the activities that the assessors will be using to assess your Bronze Medallion candidates. These activities should be designed to be as realistic and holistic as possible, so as long as you train your candidates to be good lifesavers (according to the manual), they should have no problems come assessment time.

Assessors Use this Learning and Assessment Guide to assist in designing your assessment activities. A mapping document is also available for you online to see in more detail how the activities map back to the Certificate II qualification.

This resource explains how an activity-based assessment process works, and also provides guides to the activities to be used to assess this course.

What are Activities?

The activity (or scenario) is a widely used and accepted form of holistic assessment that assesses the combination of a multitude of skills and knowledge. The activities in this guide are designed to simulate real-world situations in such a way that an activity assessment not only determines that someone possesses certain skills and knowledge, but that they can apply them in practical situations. The Bronze Medallion has traditionally had a strong activity content, so this form of assessment will be nothing new to the lifesaving community. This strength has now been further built upon in this resource. While an activity has a focus on practical skills demonstration, the use of oral questioning should also form part of the assessment activity process.

(See the section on Assessment Activities for more information on designing and running activities.)



National Qualification

Those who successfully complete the Bronze medallion assessment will also be eligible to receive the nationally recognised qualification Certificate II in Public Safety (Aquatic Rescue). This is a national VET qualification.

Within this qualification are embedded the following units of competency:

PUA21004 Certificate II in Public Safety (Aquatic Rescue)	
PUACOM001C	Communicate in the workplace
PUAEME001B	Provide emergency care
PUASAR009B	Participate in an aquatic rescue operation
PUATEA001B	Work in a team
PUATEA004C	Work effectively in a public safety organisation
PUAOHS001C	Follow defined occupational health and safety policies and procedures
PUAOPE002B	Operate communications systems and equipment
PUASAR012B	Apply surf awareness and self rescue skills

In order to be able to issue national qualifications, Training Officers and Assessors need to follow certain standards and confidently assess a pre-determined set of skills and knowledge. These are more clearly listed in the activity checklists toward the end of this manual.

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, trainers 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
- The nature of the training, and the expectations placed on candidates

Prior to commencing assessment, 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 assessment
- The nature of the 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. This is especially important for those candidates who were deemed to be Not Yet Competent (NYC) in an assessment, 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.slsa.asn.au) or contact your state office.



Current skills and knowledge (RPL)

Candidates may already have some of the required knowledge and/or skills for this course. Perhaps these were gained in similar training activities in previous work or learned from performing their job or in another training course.

If candidates can demonstrate to Facilitators / Assessors that they are competent in a particular unit of competency, they will not need to repeat the training for it. This is called Recognition of Prior Learning or RPL. Candidate's prior learning is recognised when they can successfully demonstrate that they are already competent.

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.

If candidates feel confident that they already have some or all of the competencies delivered in this Certificate II in Public Safety (Aquatic Rescue), they should discuss this with their Facilitator / Assessor.

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.

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 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 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 later in this document) or can ask any appropriate, relevant questions they feel necessary.

Candidates are also required to complete a prerequisite swim of 400m in under nine minutes before commencing the Bronze medallion program. This swim should be conducted in open water, or in a pool of not less than 25m length.



Assessment Activities

Assessment of the Bronze Medallion is based on a candidate induction and the following assessment tasks:

Dry Assessments -

Assessment Task 1 (AT-1):	Signals Activity
Assessment Task 2 (AT-2):	Radio Activity
Assessment Task 3 (AT-3):	First Aid Activity
Assessment Task 4 (AT-4):	Resuscitation Activity

Wet Assessments –

Assessment Task 5 (AT-5):	Run-swim-run Activity
Assessment Task 6 (AT-6):	Rescues and Carry Activity
Assessment Task 7 (AT-7):	Patrol Activity

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.

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 every 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.

Trainers and candidates will find all of the knowledge and skills required for each of these tasks in the 33rd edition manual, “Public Safety and Aquatic Rescue”:

Induction		Introduction, Induction checklist, Ch 1
AT-1	Signals Activity	Ch 8
AT-2	Radio Activity	Ch 7
AT-3	First Aid Activity	Ch 3, Ch 6
AT-4	Resuscitation Activity	Ch 3, Ch 4, Ch 5
AT-5	Run-swim-run Activity	Ch 2
AT-6	Rescues and Carry Activity	Ch 9, Ch 10
AT-7	Patrol Activity	Entire manual, but especially Ch 11



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 some activities before others, and some activities after others. In deciding the order in which to run candidates through the above activities, 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 (eg, 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
- There is adequate time to debrief the process
- The activity is followed by theory questioning to reinforce the underpinning knowledge

Activity guides explained

The activity guides that follow each contain a variety of important information. This information is designed to assist assessors in designing the activities, and to guide trainers and candidates on the skills and knowledge that must be evident to successfully complete each assessment task.

The guides provide a tool for the assessor to structure their assessment activities. The guide is not part of the administrative evidence requirements so may or may not be filled in for each candidate during an assessment. More importantly the assessor should use the guide to ensure that they have fully covered the requirements of the assessment activity prior to signing off on the one page assessment summary sheet at the end of this guide.

All of the activity guides are formatted in the same way, and each has the same distinct sections, as shown and explained in the diagram and table below:



AT-2 ACTIVITY GUIDE – RADIO			
<p>This activity will allow candidates to demonstrate through a practical activity their competence in communicating using radio equipment to an acceptable standard.</p>			
<p>Assessment Objective: "The candidate can communicate effectively using radio communication equipment in both routine and emergency situations."</p>			
<p>Designing the activity:</p> <ul style="list-style-type: none"> o This activity must be run at least twice for each candidate, and the variables below must be changed between activities – that is, one variable cannot be the same in each activity in which a candidate participates. o The activity can be run with up to 4 candidates being assessed in each activity. However each candidate must be given ample opportunity to demonstrate their competence in all of the required skills and knowledge. o This activity should be run out of the water. 			
<p>Activity essentials: The activity MUST cover each of the following critical components for each candidate each time it is run:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Correct use of portable, mobile or base radio <input type="checkbox"/> Use of appropriate terminology <input type="checkbox"/> Use of correct call signs <input type="checkbox"/> Clear and effective communication <input type="checkbox"/> Correct radio technique 	<p>The activity MUST cover each of the following critical components at least once for each candidate during all of the radio activities in which a candidate participates:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Using a base-station radio (if available) <input type="checkbox"/> Correct set up and turn on <input type="checkbox"/> Channel selection <input type="checkbox"/> Appropriate use of confidential information <input type="checkbox"/> Information received is forwarded / relayed <input type="checkbox"/> Communication during an emergency (eg. Rescue) using the four P's <input type="checkbox"/> Simple assembly and disassembly <input type="checkbox"/> Complete appropriate documentation 		
<p>Assessment checklist: The activity must be designed to allow fair and valid assessment of the following skills and knowledge:</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear communication skills <input type="checkbox"/> Questioning skills (clarification) <input type="checkbox"/> Correct use of equipment <input type="checkbox"/> Basic cleaning and servicing of equipment <input type="checkbox"/> Correct radio technique <input type="checkbox"/> Solving communication problems / issues </td> <td style="vertical-align: top;"> <p>Knowledge:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate language (eg. culturally) <input type="checkbox"/> Safe operation of equipment <input type="checkbox"/> Basic equipment maintenance <input type="checkbox"/> How the radio equipment works <input type="checkbox"/> Local procedures and services </td> </tr> </table>		<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear communication skills <input type="checkbox"/> Questioning skills (clarification) <input type="checkbox"/> Correct use of equipment <input type="checkbox"/> Basic cleaning and servicing of equipment <input type="checkbox"/> Correct radio technique <input type="checkbox"/> Solving communication problems / issues 	<p>Knowledge:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate language (eg. culturally) <input type="checkbox"/> Safe operation of equipment <input type="checkbox"/> Basic equipment maintenance <input type="checkbox"/> How the radio equipment works <input type="checkbox"/> Local procedures and services
<p>Skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clear communication skills <input type="checkbox"/> Questioning skills (clarification) <input type="checkbox"/> Correct use of equipment <input type="checkbox"/> Basic cleaning and servicing of equipment <input type="checkbox"/> Correct radio technique <input type="checkbox"/> Solving communication problems / issues 	<p>Knowledge:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate language (eg. culturally) <input type="checkbox"/> Safe operation of equipment <input type="checkbox"/> Basic equipment maintenance <input type="checkbox"/> How the radio equipment works <input type="checkbox"/> Local procedures and services 		
<p>Activity variables: These variables must be changed between activities. A variable cannot be the same in every activity in which a candidate participates.</p> <table border="0"> <tr> <td style="vertical-align: top;"> <p>A. Role in activity</p> <ul style="list-style-type: none"> i. Outpost ii. Patrol iii. Radio room iv. Rowing </td> <td style="vertical-align: top;"> <p>B. Communication Type</p> <ul style="list-style-type: none"> i. Routine (include sign-on, sign-off, radio check) ii. Emergency (eg. rescue, lost child) </td> </tr> </table>		<p>A. Role in activity</p> <ul style="list-style-type: none"> i. Outpost ii. Patrol iii. Radio room iv. Rowing 	<p>B. Communication Type</p> <ul style="list-style-type: none"> i. Routine (include sign-on, sign-off, radio check) ii. Emergency (eg. rescue, lost child)
<p>A. Role in activity</p> <ul style="list-style-type: none"> i. Outpost ii. Patrol iii. Radio room iv. Rowing 	<p>B. Communication Type</p> <ul style="list-style-type: none"> i. Routine (include sign-on, sign-off, radio check) ii. Emergency (eg. rescue, lost child) 		

- ← **Activity name and brief description**
- ← **Assessment Objective**
This is what competence look like.
- ← **Designing the activity**
This is what the activity looks like.
- ← **Activity essentials**
These are the assessable elements that must be demonstrated in the activity.
- ← **Assessment checklist**
These are the competencies that must be evident through the activity.
- ← **Activity variables**
These are the things that change between multiple activities for each candidate.

Assessment Objective

This statement is the principle underlying purpose of each assessment task. If the assessor can confidently determine that the candidate fully and consistently exhibits/meets the intent of this statement, then that candidate should be assessed as competent in the assessment task.

As simple as this statement may sound in each activity, there is a great deal of skill and knowledge required to be assessed before an assessor will be able to confidently make this determination. The ability to be able to make these professional judgements is part of the skill in being a good assessor.

Designing the activity

This section will describe the basic guidelines for designing the activity. These guidelines will not be overly prescriptive, allowing the assessor a great deal of creativity and flexibility in designing the activities. This section should be read in conjunction with all of the other elements in the guide.

Activity essentials

This section will list a number of components that MUST be covered during the assessments. There will be one list of components that MUST be covered each time the activity is run, and there will be a second list of components that MUST be covered at least once during all of an individual candidate's participations in that assessment task.

Assessment checklist

Each running of an activity must be designed in such a way as to allow each candidate ample opportunity to demonstrate the skills and knowledge in these lists.



Activity variables

In this section will appear a list of any items that need to be changed between each running of an activity for each candidate. The purpose here is to ensure that each candidate is given ample opportunity to display the range of skills and knowledge required to be a competent lifesaver.

For each list of variables, one variable cannot be the same in each activity in which a candidate participates. For example, the *Rescues and Carry* activity (AT-6) has three items listed under “Equipment”. As a candidate must participate in at least two AT-6 activities, they cannot each include a tube rescue. If a candidate were to participate in three AT-6 activities, two of them could include tube rescues, but the third must be either a board rescue or an unaided rescue.

On the reverse of each activity guide is a tracking tool to assist assessors. The use of this tracking tool is *entirely optional*, but it is designed to help assessors ensure that the activity variables change between assessment tasks for each candidate. It will also be useful to track which tasks have already been completed by each candidate.

The tool includes an observation checklist. This checklist is a list of all of the skills and knowledge that each candidate must demonstrate during the assessment task.

Self-assessment and review questions

Surf Lifesaving Australia has developed a series of self-assessment and review question worksheets to assist trainers and candidates. These resources are designed to help reinforce learning, and to allow candidates to gauge their own progress. Whilst they are NOT designed to be assessment tools, trainers may choose to use these resources as part of their training program.

The resources are available as a series of PDF files (one for each chapter in the manual) and can be downloaded from the Surf Lifesaving Australia website (www.slsa.asn.au). Ask your trainer or state office for details.

Supplementary questions

In order for assessors to be satisfied that candidates possess the knowledge required to obtain the Bronze Medallion and the national qualification, they may ask candidates any appropriate questions relating to knowledge and skills from the 33rd Edition of the Public Safety and Aquatic Rescue Training Manual that assist them in making their final determination.

This section contains a list of suggested supplementary questions for each activity. Assessors may ask any questions from this list, or any other question that they feel is appropriate to ensure that the candidate understands the information presented within the 33rd Edition of the Public Safety and Aquatic Rescue Training Manual. The purpose is to allow the assessors to collect all the information they feel they need in order to make a valid, informed assessment decision. With the use of questioning, candidates are being asked to demonstrate the breadth and depth of their knowledge and understanding.

Ideally oral questions should be targeted at areas that have not already been covered within the activity section of the assessment (eg you may not need to ask a question on one person CPR timing when they have just demonstrated correct application of timing in an activity). You should also use oral questioning to gain a greater understanding of why a candidate performed a certain way within the activity (eg “At what stage in the last activity would you use the words Rescue, Rescue, Rescue?”).

Candidates can also use these questions as a learning review tool. All of the answers will be in the 33rd edition manual (“Public Safety and Aquatic Rescue”), or will have been provided during the induction or by trainers.



Induction

Induction

- Explain how you would go about raising or reporting an issue you might have with someone at the club.
- Explain what you know about the committees and committee meetings that occur here.
- What sort of training is available to you here?
- Describe some of the hazard signs you see around here.
- What is the structure of the national / state organisation?
- Where are the fire exits within your clubhouse?
- What is the process for providing improvement feedback at your club?

Note: An assessor should preferably ask questions relating to a candidate's induction in isolation from any of the other assessment tasks.

Assessment Task 1

Signals Activity

- Describe the signal flags.
- Describe the emergency evacuation flag.
- Where is the emergency evacuation alarm located?
- How long would you sound the emergency evacuation alarm?
- Describe the mass rescue alarm, and your actions should you hear it.
- What is the correct signal response to the [*choose any signal*] signal?
- What are the different means you could use to signal to someone in the water?
- Why do we use these specific signals?

Assessment Task 2

Radio Activity

- If you drop a portable radio in the water, what do you do?
- How would you report any faults you found with a radio?
- What do you do with the radio after patrol?
- When would you use a repeater channel rather than simplex?
- How does a repeater channel work?
- What communication difficulties might you experience when giving or receiving information, and how would you overcome them?
- What documentation might you be required to complete, and why?
- Provide examples of local call signs for other SLS Services
- What is the role of SurfCom?
- What is the correct form of radio check with [Surfcom/another club radio]?
- What should you say over the radio if you expected a reply but did not receive one?
- What is the correct protocol for dealing with potentially confidential or sensitive information?
- Describe how you would report a problem with a radio.
- Describe how you would perform routine cleaning on this radio.



Assessment Task 3

First Aid Activity

- What are the principal aims of first aid?
- What do we mean by “consent” in first aid?
- What is the correct process for documenting a first aid incident?
- Who is the most appropriate person to document this incident?
- What documentation might you be required to complete, and why?
- Why do we wear personal protective equipment?
- List some of the vital signs we might look for.
- What do you look for during a body check?
- Name some of the principal systems of the body.
- Explain how the circulatory system works.
- Explain how the respiratory system works.
- What are some of the signs of shock?
- What measures can we take to guard against hypothermia?
- How does a first aider treat [choose any common injury/condition]?
- What are some signs and symptoms of a fracture?
- What are some signs and symptoms of a dislocation?
- What does the term RICER stand for?
- Explain how you would ensure that you were protected from infection.
- Did anything during that activity cause worry or stress? How did you deal with it?

Assessment Task 4

Resuscitation Activity

- What are the four stages in the chain of survival?
- What do you assess for before attending to a patient?
- How do you position a patient that you find lying on their back?
- What is the correct procedure for achieving a clear airway?
- Describe difficulties that might arise in communication and how you would overcome them.
- Under what circumstances would you use mouth-to-nose rescue breathing?
- Explain how the circulatory system works, and how this is assisted by CPR.
- Explain how the respiratory system works, and how this is assisted by CPR.
- What is the correct ratio for compressions?
- What two roles do lifesavers perform during a two-person CPR?
- How might you encourage another team member during a resuscitation?
- Describe the various roles that team members might perform during a resuscitation.
- What would you do if you were struggling or having difficulty during a resuscitation?
- When would you administer oxygen?
- What is the purpose of defibrillation?
- Describe some of the safety considerations of using a defibrillator?
- Where do we place the defibrillator pads?
- What would you do if the patient had a pace maker?
- What conditions benefit from the administering of oxygen?
- Describe some of the safety precautions you should consider when using oxygen.
- Did anything during that activity cause worry or stress? How did you deal with it?
- Is there anything you might have done differently to provide better care?



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Assessment Task 5

Run-swim-run Activity

- Describe the surf conditions and how you dealt with them.
- Describe the main features of this beach.
- Name four types of rip and their features
- What is a rip? How could you use a rip to assist your swim?
- Name three types of waves and their features

Assessment Task 6

Rescues and carry Activity

- What are some of the signs that might indicate a swimmer is in distress?
- Describe how you decided upon your course of action.
- What are the manual handling issues for a rescuer?
- Describe a wrist tow.
- Describe a hip carry.
- Describe the process for rescuing an unconscious patient.
- How do you secure a heavy or exhausted patient [beyond the break]?
- What would you do if you were struggling or having difficulty during a rescue?
- Did anything during that activity cause worry or stress? How did you deal with it?
- Is there anything you might have done differently to provide better care?
- What signals did you use during that rescue?
- Describe some typical carry techniques that two people can safely perform.

Assessment Task 7

Patrol Activity

- Explain what occurred at the patrol meeting / briefing.
- How did the information at the patrol meeting improve your understanding of your role?
- What contribution did you make to the team meeting?
- What documentation might you be required to complete, and why?
- What warning or hazard flags and/or signs might be posted on the beach?
- Tell me how you might go about giving positive feedback to another team member.
- Tell me how you might go about giving constructive feedback to another team member.
- Tell me what you would do if you received negative feedback from other team members.
- How might you offer encouragement to another team member?
- Describe the various roles that might be performed during a patrol?
- What would you do if you were struggling or having difficulty during a patrol?
- How do you access information about the club?
- How do you access information about the beach?
- What would you do if you were rostered for a patrol but were unable to attend?
- Explain how you might deal with a personal conflict between patrol members.
- If you are injured on patrol what should you do?
- Can you patrol while you are injured?
- Did anything during that activity cause worry or stress? How did you deal with it?



Assessing activities

Assessors must be aware of the requirements of the Certificate II in Public Safety (Aquatic Rescue) and of the Bronze Medallion. Assessors should not “over assess” beyond these requirements.

Once a candidate has successfully completed one of the assessment tasks, the assessor should complete the appropriate section of the candidate’s “Final Assessor Sign-off” sheet (see the last page of this document). If the same assessor is responsible for assessing the same candidate in multiple tasks, they can sign once across the appropriate areas on the form. The candidate should also ensure that they have obtained a sign-off from the appropriate person at their club for their induction.

Once all tasks (and the induction) have been signed off, the chief assessor should complete the lower part of the “Final Assessor Sign-off” form for each candidate. This page is the only page that needs to be signed off by the assessor (or assessors).

The candidate should also ensure that they have completed the “Candidate Declaration” on the reverse of the “Final Assessor Sign-off” form. This completed form then needs to be forwarded to the appropriate state person for recording and processing.

Equipment and preparation

Prior to running the assessment tasks, assessors should ensure that candidates have access to all of the equipment required for that task. A list of suggested equipment is provided beneath the observation checklist (on the Activity Tracker page) for each activity.

AT-1 ACTIVITY GUIDE – SIGNALS

This activity will allow candidates to demonstrate through practical demonstration their competence in performing a selection of standard SLSA non-verbal signals.

Assessment Objective:

“The candidate can communicate effectively on more than one occasion using standard SLSA non-verbal signals.”

Designing the activity:

- This activity must be run *at least once* for each candidate.
- The activity can be run with multiple candidates being assessed in each activity. However each candidate must be given ample opportunity to demonstrate their competence in all of the required skills and knowledge.
- This activity should be run out of the water.

Activity essentials:

The activity **MUST** cover each of the following critical components for each candidate each time it is run:

- Successful communication using signals

The activity **MUST** cover each of the following critical components at least once for each candidate during all of the signals activities in which a candidate participates:

- A total of at least ten different signals satisfactorily demonstrated over the course of all activities:
 - A selection of alarm signals
 - A selection of flag signals
 - A selection of hand/arm signals

Assessment checklist:

The activity must be designed to allow fair and valid assessment of the following skills and knowledge:

Skills:

- Use correct and appropriate signals
- Non-verbal communication skills
- Awareness of correct use of alarms
- At least ten signals demonstrated
- Correct action taken on receipt of signals

Knowledge:

- SLSA non-verbal signals
- Flag design and use

Activity variables:

No variables are identified for this activity. The signals chosen for the activity could include:

Beach to Water signals

Attract attention
Remain stationary
Go to the right
Go to the left
Pick up swimmers
Return to shore
Proceed further out to sea
Pick up and adjust buoys
Message understood, all clear

Water to beach signals

Assistance required
Signal received and understood
Search completed
Boat wishes to return to shore
Message understood
Search complete

Emergency Evacuation signals

Emergency evacuation alarm
Mass rescue

Helicopter Signal

Request to proceed under helicopter blades

AT-1 – SIGNALS - ACTIVITY TRACKER AND OBSERVATION CHECKLIST

Use this tracking tool to track the progress of your activities as you run them, and to remind yourself of what you need to observe.

1	2	3	4	Observation checklist
SIGNALS:	SIGNALS:	SIGNALS:	SIGNALS:	<p>Use this checklist as a guide to ensure that the candidates are demonstrating the skills and knowledge required by this activity. A series of suggested supplementary questions are available to assist your determinations (<i>see page 7</i>).</p> <p>Candidates must demonstrate these skills:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use correct and appropriate signals <input type="checkbox"/> Non-verbal communication skills <input type="checkbox"/> Awareness of correct use of alarms <input type="checkbox"/> At least ten signals demonstrated <input type="checkbox"/> Correct action taken on receipt of signals <p>Candidates must demonstrate application of this knowledge:</p> <ul style="list-style-type: none"> <input type="checkbox"/> SLSA non-verbal signals <input type="checkbox"/> Flag design and use <p>SUGGESTED EQUIPMENT</p> <ul style="list-style-type: none"> <input type="checkbox"/> Signal flags
CANDIDATES:	CANDIDATES:	CANDIDATES:	CANDIDATES:	
NOTES:	NOTES:	NOTES:	NOTES:	

AT-2 ACTIVITY GUIDE – RADIO

This activity will allow candidates to demonstrate through a practical activity their competence in communicating using radio equipment to an acceptable standard.

Assessment Objective:

“The candidate can communicate effectively using radio communication equipment in both routine and emergency situations.”

Designing the activity:

- This activity must be run *at least twice* for each candidate, and the variables below must be changed between activities – that is, one variable cannot be the same in each activity in which a candidate participates.
- The activity can be run with up to 4 candidates being assessed in each activity. However each candidate must be given ample opportunity to demonstrate their competence in all of the required skills and knowledge.
- This activity should be run out of the water.

Activity essentials:

The activity **MUST** cover each of the following critical components for each candidate each time it is run:

- Correct use of portable, mobile or base radio
- Use of appropriate terminology
- Use of correct call signs
- Clear and effective communication
- Correct radio technique

The activity **MUST** cover each of the following critical components at least once for each candidate during all of the radio activities in which a candidate participates:

- Using a base-station radio (if available)
- Correct set up and turn on
- Channel selection
- Appropriate use of confidential information
- Information received is forwarded / relayed
- Communication during an emergency (eg. Rescue) using the four P's
- Simple assembly and disassembly
- Complete appropriate documentation

Assessment checklist:

The activity must be designed to allow fair and valid assessment of the following skills and knowledge:

Skills:

- Clear communication skills
- Questioning skills (clarification)
- Correct use of equipment
- Basic cleaning and servicing of equipment
- Correct radio technique
- Solving communication problems / issues

Knowledge:

- Appropriate language (eg. culturally)
- Safe operation of equipment
- Basic equipment maintenance
- How the radio equipment works
- Local procedures and services

Activity variables:

These variables must be changed between activities. A variable cannot be the same in every activity in which a candidate participates.

A. Role in activity

- Outpost
- Patrol
- Radio room
- Roving

B. Communication Type

- Routine (include sign-on, sign-off, radio check)
- Emergency (eg, rescue, lost child)

AT-2 – RADIO - ACTIVITY TRACKER AND OBSERVATION CHECKLIST

Use this tracking tool to track the progress of your activities as you run them, and to remind yourself of what you need to observe.

1	2	3	4	Observation checklist
<p>Role in Activity:</p> <input type="checkbox"/> Outpost <input type="checkbox"/> Patrol <input type="checkbox"/> IRB <input type="checkbox"/> Radio room <input type="checkbox"/> Roving	<p>Role in Activity:</p> <input type="checkbox"/> Outpost <input type="checkbox"/> Patrol <input type="checkbox"/> IRB <input type="checkbox"/> Radio room <input type="checkbox"/> Roving	<p>Role in Activity:</p> <input type="checkbox"/> Outpost <input type="checkbox"/> Patrol <input type="checkbox"/> IRB <input type="checkbox"/> Radio room <input type="checkbox"/> Roving	<p>Role in Activity:</p> <input type="checkbox"/> Outpost <input type="checkbox"/> Patrol <input type="checkbox"/> IRB <input type="checkbox"/> Radio room <input type="checkbox"/> Roving	<p>Observation checklist</p> <p>Use this checklist as a guide to ensure that the candidates are demonstrating the skills and knowledge required by this Activity. A series of suggested supplementary questions are available to assist your determinations.</p>
<p>Communication Type:</p> <input type="checkbox"/> Routine (include sign-on, sign-off, radio check) <input type="checkbox"/> Emergency (eg, rescue, lost child)	<p>Communication Type:</p> <input type="checkbox"/> Routine (include sign-on, sign-off, radio check) <input type="checkbox"/> Emergency (eg, rescue, lost child)	<p>Communication Type:</p> <input type="checkbox"/> Routine (include sign-on, sign-off, radio check) <input type="checkbox"/> Emergency (eg, rescue, lost child)	<p>Communication Type:</p> <input type="checkbox"/> Routine (include sign-on, sign-off, radio check) <input type="checkbox"/> Emergency (eg, rescue, lost child)	<p>Candidates must demonstrate these skills:</p> <input type="checkbox"/> Clear communication skills <input type="checkbox"/> Questioning skills (clarification) <input type="checkbox"/> Correct use of equipment <input type="checkbox"/> Basic cleaning and servicing of equipment <input type="checkbox"/> Correct radio technique <input type="checkbox"/> Solving communication problems / issues
<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>Candidates must demonstrate application of this knowledge:</p> <input type="checkbox"/> Appropriate language (eg. culturally) <input type="checkbox"/> Safe operation of equipment <input type="checkbox"/> Basic equipment maintenance <input type="checkbox"/> How the radio equipment works <input type="checkbox"/> Local procedures and services
<p>NOTES:</p>	<p>NOTES:</p>	<p>NOTES:</p>	<p>NOTES:</p>	<p>SUGGESTED EQUIPMENT</p> <input type="checkbox"/> Portable/mobile radios <input type="checkbox"/> Base radio <input type="checkbox"/> Appropriate radio documentation

AT-3 ACTIVITY GUIDE – FIRST AID

This activity will allow candidates to demonstrate through a practical activity their competence in treating to an acceptable standard a patient with a single injury or illness.

Assessment Objective:

“The candidate can perform appropriate first aid on more than one occasion.”

Designing the activity:

- This activity must be run *at least twice* for each candidate, and the variables below must be changed between activities – that is, one variable cannot be the same in each activity in which a candidate participates.
- The activity should be run with a ratio of 1 candidate first-aider per casualty, and each casualty should be presenting with only one or two injuries or illnesses. Each candidate must be given ample opportunity to demonstrate their competence in all of the required skills and knowledge.
- Assessors can run multiple simultaneous activities.
- This activity should be run entirely out of the water.

Activity essentials:

The activity **MUST** cover each of the following critical components for each candidate each time it is run:

- Appropriate communication with patient (including gaining consent for treatment and reassurance)
- Correct personal hygiene
- Use of personal protective equipment (PPE)
- Correct assessment (DRABCD)
- Use appropriate first aid equipment
- Provide appropriate treatment

The activity **MUST** cover each of the following critical components at least once for each candidate during all of the first aid activities in which a candidate participates:

- Potential hazards to patient and / or carer
- Completion of appropriate documentation
- Monitoring vital signs
- Appropriate management of shock
- Provide condition reports or handover to 3rd party (according to procedures in manual)

Assessment checklist:

The activity must be designed to allow fair and valid assessment of the following skills and knowledge:

Skills:

- Questioning patient
- Assessing patient needs
- Keep patient calm
- Remain calm
- Teamwork and communication among carers

Knowledge:

- Patient confidentiality issues
- Restoring equipment for re-use
- Systems of the body (respiratory, circulatory, etc)
- Causes and management of unconsciousness
- Personal limitations

Activity variables:

These variables must be changed between activities. A variable cannot be the same in every activity in which a candidate participates.

A. Equipment

- I. Slings
- II. Bandages
- III. First Aid kit
- IV. Oxygen
- V. No first aid equipment

B. Injury / Illness

- I. Burn
- II. Bleeding
- III. Broken bone/s
- IV. Marine sting
- V. Sprains / strains
- VI. Temperature-related (eg, heat stroke, hypothermia)
- VII. Respiratory issue
- VIII. Chest pain

AT-3 – FIRST AID - ACTIVITY TRACKER AND OBSERVATION CHECKLIST

Use this tracking tool to track the progress of your activities as you run them, and to remind yourself of what you need to observe.

1	2	3	4	Observation checklist
<p>Equipment used:</p> <input type="checkbox"/> Slings <input type="checkbox"/> Bandages <input type="checkbox"/> First Aid kit <input type="checkbox"/> Oxygen <input type="checkbox"/> No equipment	<p>Equipment used:</p> <input type="checkbox"/> Slings <input type="checkbox"/> Bandages <input type="checkbox"/> First Aid kit <input type="checkbox"/> Oxygen <input type="checkbox"/> No equipment	<p>Equipment used:</p> <input type="checkbox"/> Slings <input type="checkbox"/> Bandages <input type="checkbox"/> First Aid kit <input type="checkbox"/> Oxygen <input type="checkbox"/> No equipment	<p>Equipment used:</p> <input type="checkbox"/> Slings <input type="checkbox"/> Bandages <input type="checkbox"/> First Aid kit <input type="checkbox"/> Oxygen <input type="checkbox"/> No equipment	<p>Use this checklist as a guide to ensure that the candidates are demonstrating the skills and knowledge required by this Activity. A series of suggested supplementary questions are available to assist your determinations.</p>
<p>Injury / Illness:</p> <input type="checkbox"/> Burn <input type="checkbox"/> Bleeding <input type="checkbox"/> Broken bone/s <input type="checkbox"/> Marine sting <input type="checkbox"/> Sprains / strains <input type="checkbox"/> Temperature-related	<p>Injury / Illness:</p> <input type="checkbox"/> Burn <input type="checkbox"/> Bleeding <input type="checkbox"/> Broken bone/s <input type="checkbox"/> Marine sting <input type="checkbox"/> Sprains / strains <input type="checkbox"/> Temperature-related	<p>Injury / Illness:</p> <input type="checkbox"/> Burn <input type="checkbox"/> Bleeding <input type="checkbox"/> Broken bone/s <input type="checkbox"/> Marine sting <input type="checkbox"/> Sprains / strains <input type="checkbox"/> Temperature-related	<p>Injury / Illness:</p> <input type="checkbox"/> Burn <input type="checkbox"/> Bleeding <input type="checkbox"/> Broken bone/s <input type="checkbox"/> Marine sting <input type="checkbox"/> Sprains / strains <input type="checkbox"/> Temperature-related	<p>Candidates must demonstrate these skills:</p> <input type="checkbox"/> Questioning client <input type="checkbox"/> Assessing client needs <input type="checkbox"/> Keep patient calm <input type="checkbox"/> Remain calm <input type="checkbox"/> Teamwork and communication among carers
<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>Candidates must demonstrate application of this knowledge:</p> <input type="checkbox"/> Patient confidentiality issues <input type="checkbox"/> Restoring equipment for re-use <input type="checkbox"/> Systems of the body (respiratory, circulatory, etc) <input type="checkbox"/> Causes and management of unconsciousness <input type="checkbox"/> Personal limitations
<p>NOTES:</p>	<p>NOTES:</p>	<p>NOTES:</p>	<p>NOTES:</p>	<p>SUGGESTED EQUIPMENT</p> <input type="checkbox"/> First aid kit <input type="checkbox"/> Oxygen equipment

AT-4 ACTIVITY GUIDE – RESUSCITATION

This activity will allow candidates to demonstrate through a practical activity their competence in applying RESUSCITATION / DEFIBRILLATION / OXYGEN to an acceptable standard.

Assessment Objective:

“The candidate can provide appropriate and effective resuscitation techniques and demonstrate correct use of resuscitation equipment on more than one occasion.”

Designing the activity:

- This activity must be run *at least twice* for each candidate, and the variables below must be changed between activities – that is, one variable cannot be the same in each activity in which a candidate participates.
- The activity can be run with up to 4 candidate rescuers being assessed in each activity. However each candidate must be given ample opportunity to demonstrate their competence in all of the required skills and knowledge.
- This activity should be run completely out of the water.

NOTE: a manikin can/should be used in place of a live patient when appropriate.

Activity essentials:

The activity **MUST** cover each of the following critical components for each candidate each time it is run:

- Effective communication within team
- Appropriate patient care
- Correct assessment of patient
- Appropriate personal hygiene, PPE and safety
- Correct DRABCD assessment

The activity **MUST** cover each of the following critical components at least once for each candidate during all of the resuscitation activities in which a candidate participates:

- Teamwork
- Communication with patient
- Use of automatic defibrillator
- Use of oxygen
- Perform CPR at appropriate rate and depth
- Completion of appropriate documentation
- Report / handover to 3rd party
- Monitor vital signs
- Multiple personnel involved in the resuscitation

Assessment checklist:

The activity must be designed to allow fair and valid assessment of the following skills and knowledge:

Skills:

- Teamwork
- Patient assessment
- Completion of appropriate documentation
- Calm / reassure patient
- Correct operation of equipment
- Remain calm
- Perform effective resuscitation

Knowledge:

- Appropriate response
- Restoring equipment for re-use
- Systems of the body (respiratory, circulatory, etc)
- Causes and management of unconsciousness
- Personal limitations
- Communication issues within a team

Activity variables:

These variables must be changed between activities. A variable cannot be the same in every activity in which a candidate participates.

A. Equipment

- I. Semi-automatic defibrillator
- II. Oxygen
- III. No equipment

B. Patient status

- I. Conscious
- II. Unconscious
- III. Signs of life
- IV. No signs of life

AT-4 – RESUSCITATION / DEFIB / OXYGEN - ACTIVITY TRACKER AND OBSERVATION CHECKLIST
 Use this tracking tool to track the progress of your activities as you run them, and to remind yourself of what you need to observe.

1	2	3	4	Observation checklist
Equipment: <input type="checkbox"/> Semi-automatic defibrillator <input type="checkbox"/> Oxygen <input type="checkbox"/> No equipment <input type="checkbox"/> Manikin Patient Status: <input type="checkbox"/> Conscious <input type="checkbox"/> Unconscious	Equipment: <input type="checkbox"/> Semi-automatic defibrillator <input type="checkbox"/> Oxygen <input type="checkbox"/> No equipment <input type="checkbox"/> Manikin Patient Status: <input type="checkbox"/> Conscious <input type="checkbox"/> Unconscious	Equipment: <input type="checkbox"/> Semi-automatic defibrillator <input type="checkbox"/> Oxygen <input type="checkbox"/> No equipment <input type="checkbox"/> Manikin Patient Status: <input type="checkbox"/> Conscious <input type="checkbox"/> Unconscious	Equipment: <input type="checkbox"/> Semi-automatic defibrillator <input type="checkbox"/> Oxygen <input type="checkbox"/> No equipment <input type="checkbox"/> Manikin Patient Status: <input type="checkbox"/> Conscious <input type="checkbox"/> Unconscious	Use this checklist as a guide to ensure that the candidates are demonstrating the skills and knowledge required by this Activity. A series of suggested supplementary questions are available to assist your determinations. Candidates must demonstrate these skills: <input type="checkbox"/> Teamwork <input type="checkbox"/> Patient assessment <input type="checkbox"/> Completion of appropriate documentation <input type="checkbox"/> Calm / reassure patient <input type="checkbox"/> Correct operation of equipment <input type="checkbox"/> Remain calm <input type="checkbox"/> Perform effective resuscitation Candidates must demonstrate application of this knowledge: <input type="checkbox"/> Appropriate response <input type="checkbox"/> Restoring equipment for re-use <input type="checkbox"/> System of the body (respiratory, circulatory, etc) <input type="checkbox"/> Causes and management of unconsciousness <input type="checkbox"/> Personal limitations <input type="checkbox"/> Communication issues within a team SUGGESTED EQUIPMENT <input type="checkbox"/> Resuscitation equipment <input type="checkbox"/> Semi-automatic defibrillator <input type="checkbox"/> Manikin
CANDIDATES:	CANDIDATES:	CANDIDATES:	CANDIDATES:	
NOTES:	NOTES:	NOTES:	NOTES:	

AT-5 ACTIVITY GUIDE – RUN-SWIM-RUN

This activity will allow candidates to demonstrate through a practical activity that they possess an acceptable standard of physical fitness and ability.

Assessment Objective:

“The candidate has a level of fitness and physical ability appropriate to perform lifesaving duties.”

Designing the activity:

- This activity must be run *at least once* for each candidate with a suitable recovery break between multiple activities.
- The activity can be run with any number of candidates being assessed simultaneously as long as valid assessment for each candidate is still achievable. However each candidate must be given ample opportunity to demonstrate their competence in all of the required skills and knowledge.
- Assessor/s should be positioned to be able to effectively observe the candidate(s) both in and out of the water. Other SLS personnel should be available to assist in case of emergency.

Activity essentials:

The activity **MUST** cover each of the following critical components for each candidate each time it is run:

- Perform a 200 metre run, a 200 metre swim and a 200 metre run within eight minutes.

The activity **MUST** cover each of the following critical components at least once for each candidate during all of the run-swim-run activities in which a candidate participates:

- Identify surf hazards (eg, rips, drift currents)
- Demonstrate surf awareness

Assessment checklist:

The activity must be designed to allow fair and valid assessment of the following skills and knowledge:

Skills:

- Perform physical requirements
- Demonstrate appropriate levels of fitness
- Identify surf/beach hazards

Knowledge:

- Surf/beach awareness

Activity variables:

There are no variables identified for this activity.

AT-5 – RUN-SWIM-RUN - ACTIVITY TRACKER AND OBSERVATION CHECKLIST

Use this tracking tool to track the progress of your activities as you run them, and to remind yourself of what you need to observe.

1	2	3	4	Observation checklist
200 Metre run 200 Metre swim 200 Metre run In eight minutes or under	200 Metre run 200 Metre swim 200 Metre run In eight minutes or under	200 Metre run 200 Metre swim 200 Metre run In eight minutes or under	200 Metre run 200 Metre swim 200 Metre run In eight minutes or under	Use this checklist as a guide to ensure that the candidates are demonstrating the skills and knowledge required by this Activity. A series of suggested supplementary questions are available to assist your determinations.
CANDIDATES:	CANDIDATES:	CANDIDATES:	CANDIDATES:	Candidates must demonstrate these skills: <input type="checkbox"/> Perform physical requirements <input type="checkbox"/> Demonstrate appropriate levels of fitness <input type="checkbox"/> Identify surf/beach hazards Candidates must demonstrate application of this knowledge: <input type="checkbox"/> Surf/beach awareness
NOTES:	NOTES:	NOTES:	NOTES:	SUGGESTED EQUIPMENT (none required)

AT-6 ACTIVITY GUIDE – RESCUES AND CARRY

This activity will allow candidates to demonstrate through a practical activity their competence in performing RESCUES AND CARRIES to an acceptable standard.

Assessment Objective:

“The candidate can identify the need for a rescue, and can perform a rescue and aided carry safely and effectively on more than one occasion.”

Designing the activity:

- This activity must be run *at least twice* for each candidate, and the variables below must be changed between activities – that is, one variable cannot be the same in each activity in which a candidate participates.
- The activity can be run with up to 3 candidate rescuers being assessed in each rescue/carry. However each candidate must be given ample opportunity to demonstrate their competence in all of the required skills and knowledge.
- Assessor/s should be positioned to be able to effectively observe the candidate(s) both in and out of the water. Other SLS personnel should be available to assist in case of emergency.

Activity essentials:

The activity MUST cover each of the following critical components for each candidate each time it is run:

- Surf/beach awareness and negotiation
- Selection of appropriate equipment
- Identify patient
- Reach patient safely and in a timely manner
- Secure patient
- Return patient to beach
- Communication and signals

The activity MUST cover each of the following critical components at least once for each candidate during all of the rescues and carry activities in which a candidate participates:

- Carry
- Patient care
- Escape method
- Teamwork
- Two or more rescuers
- Patient positioned out of danger, appropriate for assessment
- Checks of rescue equipment

Assessment checklist:

The activity must be designed to allow fair and valid assessment of the following skills and knowledge:

Skills:

- Use of rescue equipment
- Swim in the surf/beach conditions
- Use recognised signals
- Perform effective rescue
- Assist in a safe carry

Knowledge:

- Surf conditions, rips, currents, etc.
- Surf survival/awareness and self-survival techniques

Activity variables:

These variables must be changed between activities. A variable cannot be the same in every activity run.

A. Equipment

- I. Board
- II. Tube
- III. Unaided

B. Patient status

- I. Conscious
- II. Unconscious
- III. Condition (cramp or sting etc)

C. Patient response

- I. Cooperative
- II. Uncooperative

D. Patient location

- I. Within 100 metres of shore or within break
- II. More than 100 metres from shore or beyond break
- III. In a rip

AT-6 – RESCUE AND CARRY - ACTIVITY TRACKER AND OBSERVATION CHECKLIST

Use this tracking tool to track the progress of your activities as you run them, and to remind yourself of what you need to observe.

1	2	3	4	Observation checklist
<p>Equipment used:</p> <input type="checkbox"/> Board <input type="checkbox"/> Tube <input type="checkbox"/> Unaided	<p>Equipment used:</p> <input type="checkbox"/> Board <input type="checkbox"/> Tube <input type="checkbox"/> Unaided	<p>Equipment used:</p> <input type="checkbox"/> Board <input type="checkbox"/> Tube <input type="checkbox"/> Unaided	<p>Equipment used:</p> <input type="checkbox"/> Board <input type="checkbox"/> Tube <input type="checkbox"/> Unaided	<p>Use this checklist as a guide to ensure that the candidates are demonstrating the skills and knowledge required by this Activity. A series of suggested supplementary questions are available to assist your determinations.</p>
<p>Patient Status:</p> <input type="checkbox"/> Conscious <input type="checkbox"/> Unconscious	<p>Patient Status:</p> <input type="checkbox"/> Conscious <input type="checkbox"/> Unconscious	<p>Patient Status:</p> <input type="checkbox"/> Conscious <input type="checkbox"/> Unconscious	<p>Patient Status:</p> <input type="checkbox"/> Conscious <input type="checkbox"/> Unconscious	<p>Candidates must demonstrate these skills:</p> <input type="checkbox"/> Use of rescue equipment <input type="checkbox"/> Swim in the surf/beach conditions <input type="checkbox"/> Use recognised signals <input type="checkbox"/> Perform effective rescue <input type="checkbox"/> Assist in a safe carry
<p>Patient response:</p> <input type="checkbox"/> Cooperative <input type="checkbox"/> Uncooperative	<p>Patient response:</p> <input type="checkbox"/> Cooperative <input type="checkbox"/> Uncooperative	<p>Patient response:</p> <input type="checkbox"/> Cooperative <input type="checkbox"/> Uncooperative	<p>Patient response:</p> <input type="checkbox"/> Cooperative <input type="checkbox"/> Uncooperative	<p>Candidates must demonstrate application of this knowledge:</p> <input type="checkbox"/> Surf conditions, rips, currents, etc. <input type="checkbox"/> Surf survival/awareness and self-survival techniques
<p>Patient Location:</p> <input type="checkbox"/> Less than 100m <input type="checkbox"/> Greater than 100m	<p>Patient Location:</p> <input type="checkbox"/> Less than 100m <input type="checkbox"/> Greater than 100m	<p>Patient Location:</p> <input type="checkbox"/> Less than 100m <input type="checkbox"/> Greater than 100m	<p>Patient Location:</p> <input type="checkbox"/> Less than 100m <input type="checkbox"/> Greater than 100m	<p>SUGGESTED EQUIPMENT</p> <input type="checkbox"/> Rescue equipment – tubes, board, flippers
<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	
<p>NOTES:</p>	<p>NOTES:</p>	<p>NOTES:</p>	<p>NOTES:</p>	

AT-7 ACTIVITY GUIDE – PATROL

This activity will allow candidates to demonstrate through a practical activity their competence in contributing safely and effectively as a member of a lifesaving team to an acceptable standard.

Assessment Objective:

“The candidate can perform safely and effectively as a member of a lifesaving team on more than one occasion.”

Designing the activity:

- This activity must be run *at least once* for each candidate, and the variables below must be changed between activities – that is, one variable cannot be the same in each activity in which a candidate participates.
- A suitably qualified club member/assessor/trainer can take on the role of patrol captain for this activity.
- The activity can be run with up to 5 candidates being assessed in each patrol activity. However each candidate must be given ample opportunity to demonstrate their competence in all of the required skills and knowledge (see the activity checklist).
- Assessor/s should be positioned to be able to effectively observe the candidate(s) both in and out of the water. Other SLS personnel should be available to assist in case of emergency.

Activity essentials:

The activity **MUST** cover each of the following critical components for each candidate each time it is run:

- Teamwork
- Communication
- Safe and effective surf rescue
- Correct assessment of patient
- Appropriate treatment of patient

The activity **MUST** cover each of the following critical components at least once for each candidate during all of the patrol activities in which a candidate participates:

- Patient care
- Effective use of standard SLSA non-verbal signals
- Effective use of radio communications
- Completion of appropriate documentation
- Multiple simultaneous incidents
- Appropriate application of First aid
- Appropriate application of resuscitation
- Report / handover to 3rd party
- Self rescue / escape techniques
- Patrol meeting (briefing or debriefing)
- Set up the patrol (optional)

SPECIAL NOTE: It may not be necessary for every candidate to perform every role in this activity. If the assessor is confident that a candidate has already demonstrated competence in certain skills (for example, through previously assessed activities), the assessor may choose not to ask that candidate to demonstrate those skills again.

Assessment checklist:

The activity must be designed to allow fair and valid assessment of the following skills and knowledge:

Skills:

- | | |
|--|--|
| <input type="checkbox"/> Patient care | <input type="checkbox"/> Appropriate and correct use of communications equipment |
| <input type="checkbox"/> Reassuring patient | <input type="checkbox"/> Correct selection of rescue equipment |
| <input type="checkbox"/> Aquatic Rescue | <input type="checkbox"/> Appropriate and effective first aid / resuscitation |
| <input type="checkbox"/> Remaining calm | |
| <input type="checkbox"/> Participation in meetings | |

Knowledge:

- Prepare equipment for re-use
- Team requirements of a patrol
- Appropriate dress code
- Personal hygiene and safety
- Surf/beach awareness
- Communication issues within a team

Activity variables:

These variables must be changed between activities. A variable cannot be the same in every activity in which a candidate participates.

A. Patrol Role

(NB. Candidates can perform more than one role in a single activity)

- I. Radio operator
- II. Rescuer (or assist)
- III. Assist carry
- IV. Provide resuscitation
- V. Provide first aid

B. Incident type

- I. Single person rescue
- II. Multiple person rescue
- III. First aid incident

AT-7 – PATROL - ACTIVITY TRACKER AND OBSERVATION CHECKLIST

Use this tracking tool to track the progress of your activities as you run them, and to remind yourself of what you need to observe.

1	2	3	4	Observation checklist
<p>A. Patrol Role (NB. Candidates can perform more than one role in a single activity)</p> <p><input type="checkbox"/> Radio operator</p> <p><input type="checkbox"/> Rescuer (or assist)</p> <p><input type="checkbox"/> Assist carry</p> <p><input type="checkbox"/> Provide resuscitation</p> <p><input type="checkbox"/> Provide first aid</p>	<p>A. Patrol Role (NB. Candidates can perform more than one role in a single activity)</p> <p><input type="checkbox"/> Radio operator</p> <p><input type="checkbox"/> Rescuer (or assist)</p> <p><input type="checkbox"/> Assist carry</p> <p><input type="checkbox"/> Provide resuscitation</p> <p><input type="checkbox"/> Provide first aid</p>	<p>A. Patrol Role (NB. Candidates can perform more than one role in a single activity)</p> <p><input type="checkbox"/> Radio operator</p> <p><input type="checkbox"/> Rescuer (or assist)</p> <p><input type="checkbox"/> Assist carry</p> <p><input type="checkbox"/> Provide resuscitation</p> <p><input type="checkbox"/> Provide first aid</p>	<p>A. Patrol Role (NB. Candidates can perform more than one role in a single activity)</p> <p><input type="checkbox"/> Radio operator</p> <p><input type="checkbox"/> Rescuer (or assist)</p> <p><input type="checkbox"/> Assist carry</p> <p><input type="checkbox"/> Provide resuscitation</p> <p><input type="checkbox"/> Provide first aid</p>	<p>Use this checklist as a guide to ensure that the candidates are demonstrating the skills and knowledge required by this Activity. A series of suggested supplementary questions are available to assist your determinations.</p>
<p>B. Rescue type</p> <p><input type="checkbox"/> Single person rescue</p> <p><input type="checkbox"/> Multiple person rescue</p>	<p>B. Rescue type</p> <p><input type="checkbox"/> Single person rescue</p> <p><input type="checkbox"/> Multiple person rescue</p>	<p>B. Rescue type</p> <p><input type="checkbox"/> Single person rescue</p> <p><input type="checkbox"/> Multiple person rescue</p>	<p>B. Rescue type</p> <p><input type="checkbox"/> Single person rescue</p> <p><input type="checkbox"/> Multiple person rescue</p>	<p>Candidates must demonstrate these skills:</p> <p><input type="checkbox"/> Patient care</p> <p><input type="checkbox"/> Reassuring patient</p> <p><input type="checkbox"/> Aquatic Rescue</p> <p><input type="checkbox"/> Remaining calm</p> <p><input type="checkbox"/> Participation in meetings</p> <p><input type="checkbox"/> Appropriate and correct use of communications equipment</p> <p><input type="checkbox"/> Correct selection of rescue equipment</p> <p><input type="checkbox"/> Appropriate and effective first aid / resuscitation</p>
<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>CANDIDATES:</p>	<p>Candidate must demonstrate application of this knowledge:</p> <p><input type="checkbox"/> Prepare equipment for re-use</p> <p><input type="checkbox"/> Team requirements of a surf patrol</p> <p><input type="checkbox"/> Appropriate dress code</p> <p><input type="checkbox"/> Personal hygiene and safety</p> <p><input type="checkbox"/> Surf/beach awareness</p> <p><input type="checkbox"/> Communication issues within a team</p>
<p>NOTES:</p>	<p>NOTES:</p>	<p>NOTES:</p>	<p>NOTES:</p>	<p>SUGGESTED EQUIPMENT</p> <p><input type="checkbox"/> Resuscitation equipment (oxygen, semi-automatic defibrillator)</p> <p><input type="checkbox"/> Rescue equipment (tubes, boards, flippers)</p> <p><input type="checkbox"/> Radio equipment</p>

SLSA BRONZE MEDALLION – FINAL ASSESSOR SIGN-OFF

PUA21004 – Certificate II in Public Safety (Aquatic rescue)

Candidate's name: _____ Member No. _____

Club: _____

Induction	The candidate has undertaken a full induction according to the requirements of the Bronze Medallion Training Manual.	Trainer name and signature:	Induction date: / / 20
Prerequisite swim	The candidate performed a 400m swim in under nine minutes prior to commencing the Bronze Medallion program.	Trainer name and signature:	200m Swim date: / / 20 Time:

Assessment Task	Assessment Objective	Assessor's signature/s and assessment date/s	The candidate is assessed as: C = Competent NYC = Not yet Competent
1 - Signals	The candidate can communicate effectively on more than one occasion using standard SLSA non-verbal signals.		
2 – Radio	The candidate can communicate effectively using radio communication equipment in both routine and emergency situations.		
3 – First Aid	The candidate can perform appropriate first aid on more than one occasion.		
4 – Resuscitation	The candidate can provide appropriate and effective resuscitation techniques and demonstrate correct use of equipment on more than one occasion.		
5 – Run-swim-run	The candidate has a level of fitness and physical ability appropriate to perform lifesaving duties.		
6 – Rescues and Carry	The candidate can identify the need for a rescue and perform a rescue and aided carry safely and effectively on more than one occasion.		
7 – Patrol	The candidate can perform safely and effectively as a member of a lifesaving team on more than one occasion.		

<p>The candidate has been fully assessed and is eligible to receive the SLSA BRONZE MEDALLION and the CERTIFICATE II IN PUBLIC SAFETY (AQUATIC RESCUE)</p>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>
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Assessor's name: _____

Assessor's signature: _____

Date of final Assessment: / / 20

IMPORTANT NOTE: The candidate must complete (and if 18 or over, sign) the confirmation on the reverse of this page before this form is submitted. Assessment is not complete until the candidate has completed their confirmation. When assessment is complete this page can then be torn out and forwarded to the appropriate person for processing.

CANDIDATE'S CONFIRMATION

Please complete the following form and, IF 18 OR OVER, sign at the bottom where indicated.

	YES	NO
Please confirm that the following occurred PRIOR to your assessment:		
<ul style="list-style-type: none"> ▪ I received a full induction, addressing all of the items in the Bronze Medallion Training Manual checklist. 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ I received all of the training required to prepare me for assessment. 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ The national qualification for which I am being assessed was explained to me, and I understand the units and qualification I will receive if I am successful. 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ I had an opportunity to discuss any special needs I have. 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ My rights and responsibilities regarding the training and assessment, including the appeals and complaints processes, were explained to me. 	<input type="checkbox"/>	<input type="checkbox"/>
Please confirm that the following occurred AS PART OF the assessment:		
<ul style="list-style-type: none"> ▪ Each assessment task was clearly explained to me, and I had a chance to ask questions or seek clarification. 	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ▪ I was asked questions as part of the assessment that tested my knowledge in the area being assessed. 	<input type="checkbox"/>	<input type="checkbox"/>
Candidate's name: _____		
Candidate's signature: _____ (if 18 or over)		Date: / /20