

DRY RESCUE AWARD GUIDE

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BRONZE



ROYAL LIFE SAVING
AUSTRALIA

An initiative of Royal Life Saving

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DRY RESCUE AWARD GUIDE

This award guide aims to provide the instructor and examiner with the information required for each award item in a practical and straight-forward way. Following the overview of the Dry Rescue Award Criteria, each award item is provided with the following detail:

- Award criteria
- Must see assessment criteria
- Assessment method
- Teaching tips
- Supporting information

The Teaching Plan on pages 8-9 will aid the instructor in organising and delivering the award. The plan outlines the key topics and detail for both the theory and practical components of the award and provides a timing guide to assist with time management. Remember, candidates will best learn by practising the skills reinforced with the theory along the way, rather than spend too much time teaching theory by itself.

The plan is a guide only and should be modified to suit the availability of water space, the delivery location, the number of candidates and the delivery timetable options.

Award delivery and administration information is also provided to ensure the awards are administered in accordance to Royal Life Saving's policies and procedures.

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DRY RESCUE

Dry Rescue is an award particularly applicable to primary school students or non-swimmers.

The Dry Rescue award aims to introduce land-based water rescue techniques. Candidates will gain an elementary understanding of water safety practices and self-preservation in rescues. The Dry Rescue award will provide candidates with skills to rescue a person in difficulty using rescue aids without entering the water. Candidates will start to develop problem-solving and decision-making skills in learning how to recognise an emergency. Candidates will be tested on a range of rescue skills where they will be required to have an elementary understanding of lifesaving and rescue principles.

Holders of this award are not trained or qualified to enter the water to perform a rescue.

Most importantly, the Dry Rescue award introduces candidates to the skills and knowledge required to participate in aquatic recreation in a safe and enjoyable manner.

Swimming and Lifesaving Manual

The Swimming and Lifesaving manual is the benchmark publication for the teaching of water safety, swimming, survival, lifesaving and rescue skills. It provides a complete guide for the knowledge and skills required to achieve all of Royal Life Saving's lifesaving awards. The Swimming and Lifesaving manual can be purchased through Royal Life Saving offices.



AWARD DELIVERY & ADMINISTRATION

REQUIREMENTS

Theory and dry practical

A room capable of seating all candidates with tables and chairs for writing on should be available for theory.

Wet practical

A swimming pool and surrounding area suitable for the practical pool skills. To perform the award items, sufficient pool space to perform rescues for a distance of a maximum of 8 metres is required. If available, deep water is preferred to allow the casualty to simulate a person in difficulty.

Other aquatic environments may be considered if there is an appropriate swimming area and a complete risk assessment undertaken. Adequate first aid equipment, trained personnel and emergency procedures must be in place. Water and weather conditions must be checked before and monitored during the program.

Equipment

- Rigid rescue items such as: rescue pole, water noodle, kickboards, body board, boat paddle, tree branch.
- Non-rigid rescue items such as: towels, clothing.
- Buoyant items such as: buckets, balls, esky, large plastic container, kickboards, rescue ring, lifejackets.
- Weighted rope (8 metres).
- Unweighted rope (6 metres).

Candidates will need the following:

- Swimwear (for those role playing a casualty).

Learning resources

- Swimming and Lifesaving manual is the award text (current edition 6th).
- Bronze e-Lifesaving is an online program that encompasses some of the theory for the Bronze awards. Visit www.e-lifesaving.com.au for information.
- www.royallifesaving.com.au for National Drowning Reports, fact sheets and resources.

ASSESSMENT

Assessment of a candidate's competence should be matched against the 'must see' criteria of each test item. Each candidate must demonstrate competence in each of the test items to achieve the award.

All candidates are to be submitted to the same test irrespective of when and where the assessment takes place.

Prior assessment of skills

Where possible, it is strongly recommended that candidates are assessed on their swimming ability first. This will determine whether they have the capability to attempt all the award items or whether they should attempt a lower award.

Instructor assessed items

All of the Dry Rescue award items may be assessed by an instructor approved by Royal Life Saving. There is no requirement for a separate Examiner to assess any of the Dry Rescue award items.

ADMINISTRATION OF AWARDS

The administration of Royal Life Saving Awards is managed by the Royal Life Saving office in each State or Territory. Administration processes and policies should be followed by instructors and examiners in accordance to the Royal Life Saving office with which they are associated.

Prior to commencing with the instruction of an award, please ensure all required resources, forms and examination papers have been acquired.

Royal Life Saving has the right to refuse to issue an award, or to cancel an award already made, for any examination which has not been arranged and/or conducted in accordance with the Society's current rules. Examinations may be conducted only by persons who have Examiner status at the appropriate level for awards undertaken.

Examination or assessment report forms must be completed including each candidate that has participated in the award. All required information must be included and legible. Completing the form in its entirety will assist with prompt and accurate processing of awards.

Payment of the scheduled certificate and/or medallion fee entitles successful candidates to receive the appropriate award.

Course award

Upon satisfactory completion of the Dry Rescue the candidate will be awarded a RLSSA Dry Rescue Award.

The award is only an indication of the competence of a person at the date of attainment of the award. Regular training is required to ensure that adequate standards are maintained.

Currency of award

The Dry Rescue Award is an indication of the level of competency achieved at the venue and on the date of attainment.

WHERE TO NEXT?



Once candidates have achieved their Dry Rescue they can continue on the lifesaving pathway. The next award is the Wade Rescue.

The Wade Rescue will introduce skills and knowledge of safe water rescue and survival.

There are further opportunities to develop lifesaving skills including participating in lifesaving sport competition, higher lifesaving awards and first aid courses.

CONTACT ROYAL LIFE SAVING IN YOUR STATE OR TERRITORY FOR FURTHER ASSISTANCE WITH THE DRY RESCUE, OTHER LIFESAVING AWARDS OR YOUR TRAINING REQUIREMENTS.

DRY RESCUE AWARD CRITERIA

AIM: To introduce land-based water rescue techniques.

PREREQUISITE: Nil

THEORY

1. Answer questions on:
 - safe water practices
 - self-preservation in rescues
 - recognising an emergency.

REACH

2. A person is in difficulty within a short distance from safety. Demonstrate a reach rescue using each of the following:
 - 2.1. a length of wood or branch
 - 2.2. two articles of clothing tied together.

Secure the person rescued to a point of safety following each rescue.

THROW WEIGHTED ROPE

3. A weak swimmer is in difficulty 8 metres from safety.
 - Perform a throwing rescue using a weighted rope.
 - Instruct the person on how to leave the water.

THROW UNWEIGHTED ROPE

4. A weak swimmer is in difficulty 6 metres from safety.
 - Perform a throwing rescue using an unweighted rope.
 - Instruct the person on how to leave the water.

THROW BUOYANT AID

5. A weak swimmer is in difficulty 5 metres from safety.
 - Throw three different buoyant aids to that person and, on each occasion, instruct the person on how to use the aid to reach safety.

INITIATIVE

6. Demonstrate initiative in effecting a rescue of a person who is not more than 5 metres from safety.

The assessor will specify:

- whether the person is injured or a weak swimmer
- four rescue aids (buoyant and non-buoyant)
- the distance the person is from safety
- that the rescuer must not enter the water.

On completing this test, the candidate may be asked to explain the reasons for the actions taken.

DRY RESCUE TEACHING PLAN

The teaching plan is a guide only and may be adjusted to suit the delivery mode, location, pool space availability and number of candidates. The candidates' previous experience in lifesaving and swimming abilities may also influence the teaching plan. The program may be structured as an intensive course or over a series of lessons.

TIME	CONTENT	RESOURCES / EQUIPMENT
5 minutes	DRY RESCUE	Swimming and Lifesaving pages 9-11
	<ul style="list-style-type: none"> • Discuss the award scheme and pathway • Outline the award criteria for the Dry Rescue 	Swimming and Lifesaving pages 182-183
	<ul style="list-style-type: none"> • Explain how initiative tests work, example scenarios, and the judgement skills candidates will need to consider. 	Swimming and Lifesaving pages 92-93 Bronze e-Lifesaving Module 3
10 minutes	DROWNING INCIDENTS Overview of drowning in Australia <ul style="list-style-type: none"> • Annual drowning death rates • Age and gender • Locations • Type of activity • Time of year • Contributing factors - alcohol 	National Drowning Reports www.royallifesaving.com.au Swimming and Lifesaving page 16 Bronze e-Lifesaving Module 1 Bronze e-Lifesaving Module 2
10 minutes	WATER SAFETY Discuss what is water safety? <ul style="list-style-type: none"> • Safety – a concern for yourself, a concern for others, awareness of dangers, minimising risks, prevention of aquatic incidents, knowing how and when to act in an emergency • Aquacode 	Swimming and Lifesaving page 21 Bronze e-Lifesaving Module 3
	List items that should be considered when undertaking aquatic activity. <ul style="list-style-type: none"> • Appropriate clothing • Sun protection • Fluids (water, non-alcoholic) • Mobile phone 	Swimming and Lifesaving page 22
	Identify categories of signage and provide examples. <ul style="list-style-type: none"> • Regulatory signs • Warning signs 	Swimming and Lifesaving page 22
15 minutes	AQUATIC ENVIRONMENTS Identify and discuss the dangers associated with various aquatic environments. <ul style="list-style-type: none"> • Rivers • Lakes and dams • Farms • Beach and ocean • Swimming pools and spas • Home environment • Floods 	Swimming and Lifesaving pages 23-31 Bronze e-Lifesaving Module 1
15 minutes	AQUATIC ACTIVITIES Outline safety guidelines for a variety of aquatic activities. <ul style="list-style-type: none"> • Swimming at the pool, beach, river • Fishing at beach, lakes, river, rock fishing, boat fishing • Safe boating, power boats, canoes and kayaks • Lifejackets • Surfing • Recreational diving, snorkelling 	Swimming and Lifesaving pages 32-37

45 minutes	<p>RESCUE TECHNIQUES</p> <p>Explain the steps in a rescue and considerations for pre, during and post rescue.</p> <ul style="list-style-type: none"> • Steps in a rescue – the four A's • Categories of people in difficulty – non-swimmer, weak swimmer, injured person, unconscious person • Developing a plan • Priorities of rescue 	Swimming and Lifesaving pages 84-92 Bronze e-Lifesaving Module 3
	<p>Outline the following non-swimming rescues including WHEN and HOW they are used.</p> <ul style="list-style-type: none"> • Talk • Reach • Throw 	Swimming and Lifesaving pages 96-99
75 minutes	<p>PRACTICAL POOL SESSION</p> <p>Sufficient time should be provided to demonstrate and practise the rescue skills in the award.</p> <ul style="list-style-type: none"> • Reach rescue, throw rescue with weighted rope, throw rescue with unweighted rope, throw rescue with buoyant aid • Initiative scenarios 	Non-rigid rescue aid (e.g. towel, clothing)
60 minutes	<p>PRACTICAL TEST</p> <p>Reach (I)</p> <ul style="list-style-type: none"> • Complete award item 2 in accordance to award conditions. 	Length of wood or branch Two articles of clothing
	<p>Throw weighted rope (I)</p> <ul style="list-style-type: none"> • Complete award item 3 in accordance to award conditions. 	Weighted rope (8 metres)
	<p>Throw unweighted rope (I)</p> <ul style="list-style-type: none"> • Complete award item 4 in accordance to award conditions. 	Unweighted rope (6 metres)
	<p>Throw buoyant aid (I)</p> <ul style="list-style-type: none"> • Complete award item 5 in accordance to award conditions. 	Buoyant aids (3)
	<p>Initiative test (I)</p> <ul style="list-style-type: none"> • Complete award item 6 in accordance to award conditions. 	Rescue aids (4) – e.g. towel, clothing, lifejacket, rescue tube, body board, rescue ring
5 minutes	<p>CONCLUSION</p> <ul style="list-style-type: none"> • Provide feedback to candidates • Summarise key points • Evaluation from candidates 	

Note: If using a written test for the theory component, set sufficient time aside, otherwise informal oral questioning may be done throughout instructing the award.

AWARD ITEM

1. Answer questions on:

- safe water practices
- self-preservation in rescues
- recognising an emergency.

MUST SEE

- Understanding of basic principles.

ASSESSMENT: Oral questions by the instructor.

TEACHING TIPS

1. Ask candidates to read sections in the Swimming and Lifesaving manual prior to practising the practical skills.
2. Ensure there are sufficient questions to cover all topics and to thoroughly test the candidate.
3. Use questioning during learning practical skills to assist with understanding.

SUPPORTING INFORMATION

Much of the underpinning knowledge required to demonstrate an understanding of land-based water rescues will be obtained during learning and practising the rescue skills of the Dry Rescue award items.

Safe water practices

Knowledge of dangers and hazards of various aquatic environments and appropriate safety actions is vital to enjoying the water safely. Spending time in and around water requires some preparation and should include:

- Wearing appropriate clothing and footwear.
- Sun protection including hat, sunscreen, sunglasses and light, long-sleeved clothing.
- Water and non-alcoholic drinks to keep hydrated.
- Mobile phone or knowing the nearest location of a phone.

Ref: Swimming and Lifesaving Chapter 2, pages 20-37

Self-preservation

Self-preservation should always be considered before and during a rescue. Self-preservation is the rescuer putting their personal safety first and not endangering themselves to rescue another person. Some examples of self-preservation may be:

- Not entering the water in order to perform a rescue if a reach or throw rescue could be used.
- Not entering the water if the conditions are unsafe.
- Not attempting a rescue if they do not have the level of ability required.
- Checking for dangers such as live wires, electrical cords, rip currents or submerged objects.

The following order for methods of rescue should be considered to provide the greatest degree of safety for the rescuer:

- Talk
- Reach
- Throw
- Wade
- Row
- Swim
- Non-contact tow
- Contact tow

Ref: Swimming and Lifesaving Chapter 5, page 88

Recognising an emergency

People in difficulty may not always signal for help so it may not be obvious they are in trouble. Early recognition and a quick interpretation of the situation are required. Understanding the types of emergencies that can quickly occur and being able to identify the characteristics of people in difficulty will assist the rescuer in recognising an emergency.

There are four general categories of people in difficulty:

- Non-swimmer
- Weak swimmer
- Injured person
- Unconscious person

Ref: Swimming and Lifesaving Chapter 5, page 84

Non-swimmer

A non-swimmer is in immediate danger as they may quickly become unconscious. They are often in a vertical position using desperate grabbing and climbing arm and leg action, as their only concern is breathing. They are not necessarily aware of where safety is and may submerge for periods of time. They are unlikely to respond to instructions and may attempt to grasp the rescuer. Rescuers should avoid making contact and use an aid when rescuing a non-swimmer.

Weak swimmer

A weak swimmer may quickly become tired so immediate rescue is required. They are generally in an inclined position in the water using arms and legs for support. They may be facing a point of safety and attempting to attract attention. They may be able to take clear instructions and the use of an aid in an accompanied or non-contact rescue is suitable.

Injured swimmer

An injured swimmer could be in an awkward position caused by grasping of injured limb or area. They may be in a great deal of pain, crying out and panicking and not respond immediately to instruction. The use of an aid is preferable in a rescue. The rescuer should avoid aggravation of injury during rescue.

Unconscious person

An unconscious person may be found in any position in the water; on the surface, below or at the bottom and could be face-up or face-down. They will be completely limp and immediate rescue is required. They will not be able to cooperate or respond to instruction. A contact tow is required.

Ref: Swimming and Lifesaving Chapter 5, pages 86-87

AWARD ITEM

2. A person is in difficulty within a short distance from safety. Demonstrate a reach rescue using each of the following:
 - 2.1. a length of wood or branch
 - 2.2. two articles of clothing tied together.

Secure the person rescued to a point of safety following each rescue.

MUST SEE

- reassurance to the casualty
- clear instruction
- consideration of self-preservation
- effective use of the aids
- effective rescue of person to safety on each occasion
- person secured at the point of safety on each occasion.

ASSESSMENT: Practical demonstration of skills

TEACHING TIPS

1. Use a range of aids suitable for performing a reach rescue that may be available in various water environments (e.g. branch, clothing, pool cleaning pole).
2. Demonstrate what can happen if self-preservation is not considered.
3. Reach rescues can be practised on dry land before entering the water.

SUPPORTING INFORMATION

When teaching rescue skills, it is important to teach candidates the ability to respond to real life situations using their knowledge and judgement.

It is important that rescuers select and adapt rescue techniques to suit their ability level, the condition of the person in difficulty and the environmental and water conditions.

Self-preservation

Self-preservation should always be considered before and during a rescue. Self-preservation is the rescuer putting their personal safety first and not endangering themselves to rescue another person. Some examples of self-preservation may be:

- Not entering the water in order to perform a rescue if a reach or throw rescue could be used.
- Not entering the water if the conditions are unsafe.
- Not attempting a rescue if they do not have the level of ability required.
- Checking for dangers such as live wires, electrical cords, rip currents or submerged objects.

Reassurance and instruction

Providing clear instructions and calming the casualty are vital in any rescue. The rescuer should remain calm and reassure the person that help is on the way. Encourage self-help with positive instructions. When giving the casualty instructions make them simple and direct.

Reach rescue

A reach rescue is used when the person in difficulty is nearby the edge. Usually, they have unexpectedly fallen into the water. A rigid aid such as a branch, paddle or pole or a non-rigid aid such as clothing or a towel, may be used to reach out to the person in difficulty and pull them into safety.

To perform a reach rescue:

- While keeping the person under observation, lie down on the ground.
- Reach out to the person with an aid.
- Instruct the person to grasp the aid and pull the person to safety.

Ref: Swimming and Lifesaving Chapter 6, pages 96-97

Securing at a point of safety

Once the casualty has been brought to safety, they should be carefully secured to ensure a further incident does not occur. If unable to exit the water without assistance, the rescuer should place both of the casualty's hands high on the edge and place their hands on top. Ensure the casualty's mouth and nose are clear of the water.

ITEM 3 - THROW WEIGHTED ROPE

Instructor

AWARD ITEM

3. A weak swimmer is in difficulty 8 metres from safety.

- Perform a throwing rescue using a weighted rope.
- Instruct the person on how to leave the water.

MUST SEE

- reassurance to the casualty
- clear instruction
- consideration of self-preservation
- effective use of the weighted rope
- steady haul to safety
- person has left the water safely.

ASSESSMENT: Practical demonstration of skills

TEACHING TIPS

1. A rope can be weighted using a plastic milk bottle partly filled with water.
2. Start with teaching the technique of coiling the rope as this is the most difficult and timely part of the rescue.
3. Throwing a weighted rope can be practised on dry land before entering the water.

SUPPORTING INFORMATION

Throw rescue

Using a throw rescue enables the rescuer to remain out of the water. A buoyant aid or a rope may be thrown to the person in difficulty. A throw rescue is used when the person in difficulty is too far away to perform a reach rescue.

Throw rescue using a weighted rope

Using a buoyant object such as a plastic milk bottle at the end of a rope will provide a weight to assist with accuracy when throwing. This particularly helps when using a lightweight rope.

To perform a weighted rope rescue:

- The rope should be coiled evenly and steadily to avoid tangling.
- Secure the end of the rope that is without the weighted object; tie it to a fixed object or place under a foot.
- Allow the weighted object to hang from the throwing hand.
- Swing the weighted end and release it using an underarm throw.
- Open and direct the non-throwing hand towards the person in difficulty to allow the coils to run freely.
- Instruct the person to hold the buoyant aid on the rope with both hands securely and either lie on their back or front.
- Pull-in steadily using a hand-over-hand technique.
- The rescuer should keep in a low body position (e.g. lie on the ground) to avoid being pulled into the water.

Ref: Swimming and Lifesaving Chapter 6, page 99

Instructing to leave the water safely

Casualties may be exhausted and unable to think clearly. Never leave a casualty in the water after the rescue. The rescuer should provide clear and simple instructions on how to leave the water. Provide assistance where required to ensure they have left the water safely and sought any medical help if required.

AWARD ITEM

4. A weak swimmer is in difficulty 6 metres from safety.

- Perform a throwing rescue using an unweighted rope.
- Instruct the person on how to leave the water.

MUST SEE

- reassurance to the casualty
- clear instruction
- consideration of self-preservation
- effective use of the unweighted rope
- steady haul to safety
- person has left the water safely.

ASSESSMENT: Practical demonstration of skills

TEACHING TIPS

1. Start with teaching the technique of coiling the rope as this is the most difficult and timely part of the rescue.
2. Practise throwing the unweighted rope on dry land using a target for the distance.

SUPPORTING INFORMATION

Throw rescue using an unweighted rope

Learning to throw an unweighted rope is a difficult skill to master straight away but with practise this can be achieved. There are a number of different methods to coil and throw the rope, so experimenting to find the appropriate technique for candidates should be considered.

- The rope should be coiled evenly and steadily to avoid tangling.
- Secure one end of the rope; tie it to a fixed object or place under a foot.
- Aim to throw the rope over the shoulder of the person in difficulty.
- Instruct the person to hold the rope with both hands securely and either lie on their back or front.
- Pull-in steadily using a hand-over-hand technique.
- The rescuer should keep in a low body position (e.g. lie on the ground) to avoid being pulled into the water.

Ref: Swimming and Lifesaving Chapter 6, page 98

AWARD ITEM

5. A weak swimmer is in difficulty 5 metres from safety.

- Throw three different buoyant aids to that person and, on each occasion, instruct the person on how to use the aid to reach safety.

MUST SEE

- reassurance to the casualty
- clear instructions
- consideration of self-preservation
- accurate throws of buoyant aids
- appropriate instructions on how to use the aid to self-rescue.

ASSESSMENT: Practical demonstration of skills

TEACHING TIPS

1. Use a range of buoyant aids suitable for performing a throw rescue that may be available in various water environments.
2. Create a scenario where conditions such as currents or wind may need to be considered when throwing the buoyant aid.

SUPPORTING INFORMATION

Throwing a buoyant aid

A throw rescue is a non-contact rescue used when the person in difficulty is too far away to perform a reach rescue. Throwing a buoyant aid to a person in difficulty provides them with support until they can be safely removed from the water.

Where possible, select a buoyant aid that can be easily grasped and is buoyant enough to support a person in difficulty. Buoyant aids may include a lifejacket, rescue ring, rescue tube or kickboard. The aid should be thrown either underarm or overarm depending on the type of aid and the distance to be thrown. Environmental factors such as wind, currents and weight of the aid should be taken into consideration. Aim to throw the aid within arm's reach of the person in difficulty. Instruct the person to grasp the aid to their chest and kick to the point of safety. Assist the person out of the water.

Ref: Swimming and Lifesaving Chapter 6, page 97

AWARD ITEM

6. Demonstrate initiative in effecting a rescue of a person who is not more than 5 metres from safety.

The assessor will specify:

- whether the person is injured or a weak swimmer
- four rescue aids (buoyant and non-buoyant)
- the distance the person is from safety
- that the rescuer must not enter the water.

On completing this test, the candidate may be asked to explain the reasons for the actions taken.

MUST SEE

- quick and accurate recognition and assessment
- reassurance to the person in difficulty
- effective instructions
- consideration of self-preservation (including not entering the water)
- appropriate choice and use of aids
- effective rescue of person to safety
- safely secured and after care provided
- sensible justification of actions.

ASSESSMENT: Practical demonstration of skills

TEACHING TIPS

1. Introduce initiative tests early so candidates understand the concept of simulation and can develop their judgement skills progressively.
2. Explain to candidates the key things you will observe: remaining calm, provide reassurance, encouraging self-help, clear instructions etc.
3. Reinforce the concept of self-preservation.

SUPPORTING INFORMATION

An initiative is a simulated emergency situation to which a candidate is tested on their response. An initiative test provides an opportunity to assess a candidate's judgement using a combination of their knowledge, fitness and practical skills.

Initiative tests assist candidates to use all available information, assess its relevance to the emergency situation and make decisions on the best course of action. The candidate will need to decide which casualties to rescue first, what techniques or equipment to use and when to call for assistance from bystanders or emergency services.

Simple initiative tests can be used to start to develop judgement skills progressively. Once candidates have learnt some basic rescue skills such as a reach rescue or a throw rescue, initiative tests can be implemented. These tests force decisions to be made on which rescue method may be most effective in rescuing a training partner simulating a person in difficulty.

Setting up initiatives

The following points should be considered when setting up an initiative for Dry Rescue:

1. The candidate must not enter the water.
2. The location and general situation whether actual or imagined.
3. The number of casualties stated in the award item (one casualty).
4. The type of casualty: weak swimmer or injured person.
5. Location of casualties in the water (no more than 5 metres from safety)
6. The types, number and location of rescue aids available (4 aids – buoyant and non-buoyant).
7. The boundaries for the initiative.

During the initiative

The following points should be considered during the initiative test:

1. Did the candidate make an adequate assessment of the scenario they were faced with?
2. Did the candidate practise self-preservation prior, during and post rescue?
3. Did the candidate utilise any available rescue aids and were they used effectively?
4. Did the candidate perform the rescues quickly and efficiently?
5. Did the candidate rescue the casualty and provide appropriate after care?
6. Did the candidate recognise injuries and handle appropriate as to not cause further injury?

After the initiative

To get an understanding of the candidate's judgement skills, the following points may be discussed:

1. Ask the candidate to explain their understanding of the emergency scenario.
2. Ask the candidate to explain the reasoning behind their actions in performing the simulated rescue.
3. Ask the candidate upon reflection, was there anything they may have done differently or they thought they could further improve on.
4. Provide constructive feedback to the candidate on aspects of the rescue that were well executed and areas that required further improvement.



FOR MORE INFORMATION

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