

ACCOMPANIED RESCUE AWARD GUIDE

think. act. save.



BRONZE



ROYAL LIFE SAVING
AUSTRALIA

An initiative of Royal Life Saving

think. act. save.

ACCOMPANIED 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 Accompanied 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 9-11 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.

Version No.2

Issue date: October 2019



ACCOMPANIED RESCUE

Accompanied Rescue is an award suitable for upper primary and junior secondary school students.

The Accompanied Rescue award aims to develop skills and knowledge of safe water rescue and survival. Candidates will gain an understanding of water safety practices, survival skills and self-preservation in rescues. The Accompanied Rescue award will provide candidates with skills to rescue a person in difficulty using rescue aids without entering the water, as well as non-contact wade and accompanied rescues using aids. 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 understanding of lifesaving and rescue principles.

Holders of this award are not trained or qualified to attempt any form of contact rescue in deep water.

Most importantly, the Accompanied 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. The room (or an alternative room) must also provide floor space, which is suitable for using resuscitation manikins or simulating the components of CPR.

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 15 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.
- Non-buoyant items such as: diving bricks, dive rings (6 objects).
- Weighted rope (10 metres).

Candidates will need the following:

- Swimwear.
- Shorts.
- T-shirt.

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 Accompanied 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 Accompanied 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 Accompanied Rescue the candidate will be awarded a RLSSA Accompanied 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 Accompanied 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 Accompanied Rescue they can continue on the lifesaving pathway. The next award is the Bronze Star.

The Bronze Star will further develop 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 ACCOMPANIED RESCUE, OTHER LIFESAVING AWARDS OR YOUR TRAINING REQUIREMENTS.

ACCOMPANIED RESCUE AWARD CRITERIA

AIM: To develop skills and knowledge of safe water rescue and survival.

PREREQUISITE: Nil

THEORY

1. Answer questions on:
 - safe water practices
 - how to survive in the water
 - self-preservation in rescues
 - recognising an emergency
 - assessment before a rescue
 - priorities for rescue
 - DRSABCD.

RESCUSCITATION AWARENESS

2. Demonstrate:
 - 2.1. checking for dangers
 - 2.2. assessing unconsciousness
 - 2.3. clearing and opening the airway
 - 2.4. checking for breathing
 - 2.5. positioning the casualty for CPR
 - 2.6. mouth-to-mouth rescue breathing
 - 2.7. mouth-to-nose rescue breathing
 - 2.8. chest compression
 - 2.9. the appropriate action for a casualty who vomits or regurgitates
 - 2.10. the recovery position.

The components for the award item must be performed in the sequence listed.

GETTING HELP

3. Demonstrate and explain procedures for getting help and contacting emergency services in the local area.

THROW BUOYANT AID

4. A person is in difficulty 6 metres from safety. Demonstrate a throwing rescue using a buoyant aid selected by the assessor.

THROW WEIGHTED ROPE

5. A weak swimmer is in difficulty 10 metres from safety.
 - Perform a throw rescue using a weighted rope.
 - Secure the person at a point of safety.

WADE AND RESUSCITATION

6. An unconscious and non-breathing person (non-spinal) is in water of waist depth 5-8 metres from safety. The candidate should:
 - 6.1. slide in
 - 6.2. wade as for unknown conditions
 - 6.3. turn the person over
 - 6.4. check for breathing
 - 6.5. simulate rescue breathing while wading to safety.

The components for the award item must be performed in the sequence listed.

WADE RESCUE

7. A person is in difficulty 8 metres from safety. Using a rigid aid selected by the assessor:
 - 7.1. enter the water and wade as for unknown conditions
 - 7.2. offer the aid to the person
 - 7.3. pull the person to safety
 - 7.4. assist the person out of the water using a stirrup lift.

The components for the award item must be performed in the sequence listed.

DEFENSIVE TECHNIQUES

8. Demonstrate:
 - 8.1. a defensive position
 - 8.2. a reverse action.

ACCOMPANIED RESCUE

9. A person is in difficulty 15 metres from safety. With a flotation aid:
 - 9.1. enter the water maintaining visual contact with the person
 - 9.2. wade and/or swim and, keeping a safe distance, pass the aid to the person
 - 9.3. accompany the person to safety
 - 9.4. instruct the person on how to leave the water.

The components for the award item must be performed in the sequence listed.

UNDERWATER SEARCH

10. Demonstrate an individual search pattern in shallow water.

SURFACE DIVE

11. In a single surface dive, recover three of six objects placed in a 2-metre by 2-metre area in water 1.5 metres deep.

INITIATIVE

12. Demonstrate initiative in effecting a rescue of a person who is not more than 10 metres from safety.

The assessor will:

- specify whether the person is injured (non-spinal), unconscious or a weak swimmer
- specify the distance the person is from safety
- ensure that four rescue aids (buoyant and non-buoyant) are available.

The candidate may enter the water but must not come in contact with the person unless the person is unconscious and in shallow water.

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

SWIM

13. Dressed in swimwear, shorts and t-shirt:
 - 13.1. float and tread water for 1 minute, waving intermittently as if signalling for help
 - 13.2. swim 200 metres using any recognised strokes(s).

The components for the award item must be performed in the sequence listed.

ACCOMPANIED 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	ACCOMPANIED RESCUE	Swimming and Lifesaving pages 9-11
	<ul style="list-style-type: none"> • Discuss the award scheme and pathway to a career • Outline the award criteria for the Accompanied Rescue 	Swimming and Lifesaving pages 184-185
	<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

5 minutes	ENTRIES AND EXITS Highlight when and how to perform the following: slide in and wade in entry. <ul style="list-style-type: none"> Identify WHEN each type of entry /exit is used Explain HOW to perform each entry/exit 	Swimming and Lifesaving pages 44
10 minutes	SURVIVAL SKILLS Outline the key survival skills required. <ul style="list-style-type: none"> Treading water Surface diving – head-first, feet-first Swimming underwater 	Swimming and Lifesaving pages 50-58
15 minutes	SURVIVAL TECHNIQUES AND STRATEGIES Outline and discuss techniques and strategies for survival situations. <ul style="list-style-type: none"> Considerations for survival situations Pre-entry, entry, immersion Putting on a lifejacket in water Survival swimming Group survival strategy Survival floating Signalling for help Removal of clothing in water Cold water survival/hypothermia 	Swimming and Lifesaving pages 59-65 Bronze e-Lifesaving Module 1
60 minutes	RESCUE TECHNIQUES Explain the steps in a rescue and considerations for pre, during and post rescue. <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
	Outline the non-swimming rescues including WHEN and HOW they are used. <ul style="list-style-type: none"> Talk Reach Throw Wade Row 	Swimming and Lifesaving pages 96-100
75 minutes	PRACTICAL TEST Throw buoyant aid (I) <ul style="list-style-type: none"> Complete award item 4 in accordance to award conditions. 	Buoyant aid
	Throw weighted rope (I) <ul style="list-style-type: none"> Complete award item 5 in accordance to award conditions. 	Weighted rope (10 metres)
	Wade Rescue (I) <ul style="list-style-type: none"> Complete award item 7 in accordance to award conditions. 	Rigid aid
	Surface dive (I) <ul style="list-style-type: none"> Complete award item 11 in accordance to award conditions. 	Non-buoyant objects (6)
	Swim (I) <ul style="list-style-type: none"> Complete award item 13 in accordance to award conditions. 	Shorts, t-shirts (candidates)

30 minutes	RESCUE TECHNIQUES Swimming rescues: <ul style="list-style-type: none"> • Selecting rescue aids • Swimming approach • Defences – defensive, reverse, blocking • Shallow water individual search • Identify WHEN and explain HOW to perform an accompanied rescue. 	Swimming and Lifesaving pages 101-106 Bronze e-Lifesaving Module 3
45 minutes	RESUSCITATION AWARENESS (I) <ul style="list-style-type: none"> • Complete award item 2 in accordance to award conditions. <hr/> GETTING HELP <ul style="list-style-type: none"> • Complete award item 3 in accordance to award conditions. 	Manikins (where available)
75 minutes	PRACTICAL TEST Wade and resuscitation (I) <ul style="list-style-type: none"> • Complete award item 6 in accordance to award conditions. <hr/> Defensive techniques (I) <ul style="list-style-type: none"> • Complete award item 8 in accordance to award conditions. <hr/> Accompanied rescue (I) <ul style="list-style-type: none"> • Complete award item 9 in accordance to award conditions. <hr/> Underwater search (I) <ul style="list-style-type: none"> • Complete award item 10 in accordance to award conditions. <hr/> Initiative test (I) <ul style="list-style-type: none"> • Complete award item 12 in accordance to award conditions. 	Deep water (2 metres) Bystanders Flotation aids - lifejacket, kickboard, rescue tube, rescue ring Rescue aids (4) – e.g. towel, clothing, lifejacket, rescue tube, body board, rescue ring
5 minutes	CONCLUSION <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
- how to survive in the water
- self-preservation in rescues
- recognising an emergency
- assessment before a rescue
- priorities for rescue
- DRSABCD.

MUST SEE

- An understanding of the principles of water safety.

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 safe water rescues and survival will be obtained during learning and practising the rescue skills of the Accompanied 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

Survival in the water

Survival in cold water can be increased by:

- Wearing a lifejacket and protective clothing.
- Use a flotation aid for support and where possible above the water.
- Avoid immersing the head.
- Avoid swimming or active movement for long periods as this increases fatigue and heat loss.
- Adopt the HELP or huddle technique.
- Remain still to conserve energy.

Ref: Swimming and Lifesaving Chapter 3, pages 59-65

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

Assessment before and during a rescue

A quick and correct assessment of an emergency situation is paramount before developing a plan of action. Not taking the time to make an informed judgement may put the rescuer at risk. The time spent will depend on the type of emergency and the urgency required. The following should be assessed:

- Ability of the rescuer including knowledge, skills, fitness and judgement.
- Factors at the emergency including number of people, degree of urgency, type of casualty, distance from safety, rescue equipment, environmental and water conditions, availability of bystanders.

Rescuers will need to assess the risk of danger to themselves, prior to commencing a rescue. During a rescue they will need to re-assess the situation, make any adjustments or even stop if they are at risk of danger.

Ref: Swimming and Lifesaving Chapter 5, pages 85-87

Priorities for rescue

When more than one person is in difficulty, a good assessment of the type of casualties and the situation will assist in prioritising who to rescue first.

Generally, conscious casualties should be rescued first either by securing or supporting them. Of these, non-swimmers are top priority as they can quickly become unconscious. Distance from safety will need to be considered as those closer to safety could be quickly secured or supported, before rescuing those further out.

Ref: Swimming and Lifesaving Chapter 5, page 89

DRSABCD

See DRSABCD action plan in Item 2- Resuscitation Awareness.

Ref: Swimming and Lifesaving Chapter 7, pages 123-148

AWARD ITEM

2. Demonstrate:

- 2.1. checking for dangers
- 2.2. assessing unconsciousness
- 2.3. clearing and opening the airway
- 2.4. checking for breathing
- 2.5. positioning the casualty for CPR
- 2.6. mouth-to-mouth rescue breathing
- 2.7. mouth-to-nose rescue breathing
- 2.8. chest compression
- 2.9. the appropriate action for a casualty who vomits or regurgitates
- 2.10. the recovery position.

Where possible test item 2.6 and 2.7 should be performed on a manikin.
The components for the award item must be performed in the sequence listed.

MUST SEE

- check for dangers and take appropriate action – identify, remove or eliminate
- squeeze and shout
- send for help
- check airway, clear and open
- check breathing – look, listen and feel
- head tilt/chin lift
- effective simulated mouth-to-mouth rescue breathing
- effective simulated mouth-to-nose rescue breathing
- location of compression point
- effective compression technique with appropriate depth
- correct recovery position with mouth angled downwards for casualty that vomits or regurgitates
- clear casualty's mouth
- correct method of placing casualty in recovery position.

ASSESSMENT: Practical demonstration of skills

TEACHING TIPS

1. This test item emphasises awareness of the components of CPR.
2. Using a manikin provides experiences in simulating rescue breathing and chest compressions.

SUPPORTING INFORMATION

DRSABCD action plan

D	DANGER	Check for dangers to yourself, bystanders and the casualty.
R	RESPONSE	Check for response – Squeeze shoulders and shout questions: can you hear me? open your eyes, what's your name?, squeeze both my hands.
S	SEND FOR HELP	Call or ask a bystander to phone Triple Zero (000).
A	AIRWAY	Check, clear and open the casualty's airway.
B	BREATHING	Look, listen and feel for any signs of normal breathing. If not breathing normally, commence CPR. If breathing, place in the recovery position and continue to monitor.
C	CPR	Give 30 compressions followed by 2 rescue breaths. 100-120 compressions per minute.
D	DEFIBRILLATION	If a defibrillator is available, immediately attach the defibrillator and follow the prompts. Note: CPR should be continued until the defibrillator is turned on and the pads attached.

Ref: Swimming and Lifesaving Chapter 7, pages 123-148

AWARD ITEM

3. Demonstrate and explain procedures for getting help and contacting emergency services in the local area.

MUST SEE

- understanding of who, how and where they can get help
- explanation of procedures for contacting emergency services
- demonstrate (role play) how to phone Triple Zero (000).

ASSESSMENT: Practical demonstration of skills

TEACHING TIPS

1. Role playing builds confidence in seeking help and knowing how to contact emergency services.

SUPPORTING INFORMATION

Getting help

Bystanders can assist greatly in an emergency situation even if they are untrained in rescue or emergency care. Rescuers should:

- Give clear and precise instructions.
- Ask for bystanders to quickly return to provide further assistance.

Bystanders can assist in the following ways:

- Telephone emergency services; Police, Ambulance or Fire.
- Seek help nearby from a lifeguard.
- Locate rescue aids.
- Locate defibrillator if required.
- Direct emergency services to the rescue location.
- Get information from witnesses to the emergency.
- Manage crowds.

Emergency services

Emergency services should be quickly contacted in the case of drowning casualties. If bystanders are available, the rescuer should direct them to contact emergency services immediately. Bystanders can be used to wait for the arrival of emergency services and direct them to the location of the emergency. If bystanders are not available, rescuers should contact emergency services immediately after assessing the casualty's response but without further endangering the casualty if CPR is required and a phone is not immediately available.

For Police, Fire or Ambulance phone TRIPLE ZERO (000).

112 can be used if mobile phones are out of the coverage area and will work worldwide.

The following information that may be requested from the emergency operator:

- Name and details of rescuer, casualty or any witnesses.
- Location of emergency.
- Description of what has happened.
- How many people involved.
- Condition of casualties.
- Medical assistance or after care that has been provided.

Ref: Swimming and Lifesaving Chapter 5, page 90

AWARD ITEM

4. A person is in difficulty 6 metres from safety. Demonstrate a throwing rescue using a buoyant aid selected by the assessor.

MUST SEE

- reassurance to the person
- clear instructions
- consideration of self-preservation
- accurate throw of buoyant aid
- 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

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.

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.

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.

Throwing a buoyant aid

A buoyant aid can be thrown out to a person in difficulty to provide them with support until they can be brought to safety either by a wade rescue, an accompanied rescue or non-contact tow. Buoyant aids may include a lifejacket, rescue ring, rescue tube or kickboard. Depending on the type of aid and the distance, throw either underarm or overarm and attempt to land the aid within arm's reach. Environmental factors such as wind, currents and weight of the aid should be taken into consideration. Instruct the person to hold the aid to their chest.

Once the aid is thrown to the person and they have taken hold, the rescuer should encourage the person to kick and accompany them to safety, keeping 2-3 metres in front and providing reassurance.

Ref: Swimming and Lifesaving Chapter 6, page 97

AWARD ITEM

5. A weak swimmer is in difficulty 10 metres from safety.

- Perform a throw rescue using a weighted rope.
- Secure the person at a point of safety.

MUST SEE

- reassurance to the person
- clear instructions
- consideration of self-preservation
- effective use of the weighted rope
- steady haul to safety
- person secured at the point of safety.

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 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 (lie on the ground) to avoid being pulled into the water.

Ref: Swimming and Lifesaving Chapter 6, page 99

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.

AWARD ITEM

6. An unconscious and non-breathing person (non-spinal) is in water of waist depth 5-8 metres from safety. The candidate should:
- 6.1. slide in
 - 6.2. wade as for unknown conditions
 - 6.3. turn the person over
 - 6.4. check for breathing
 - 6.5. simulate rescue breathing while wading to safety.

The components for the award item must be performed in the sequence listed.

MUST SEE

- safe slide in entry
- feet or an aid feel for unseen obstacles
- effective turning of the person to face-up position
- assessment of respiratory failure
- correct technique for simulated rescue breathing
- wading to safety while providing rescue breathing.

ASSESSMENT: Practical demonstration of skills

TEACHING TIPS

1. Ensure the candidates have completed Resuscitation Awareness prior to this award item so they know how to check for breathing and perform rescue breathing.
2. Emphasise the importance of getting the casualty out of the water as soon as possible to commence CPR.

SUPPORTING INFORMATION

Wade rescue

A wade rescue is used when a reach and throw rescue is unsuitable and the conditions of the water permit a safe entry. This method allows the rescuer to be closer to enable a reach or throw rescue.

When using a wade rescue the following should be considered:

- depth of water
- currents
- water temperature
- entry and exit points
- nature of the bottom surface.

Ref: Swimming and Lifesaving Chapter 6, page 99

Slide in entry

A slide in entry is used when the depth of water and state of the bottom are unknown. This entry is controlled and allows for the feet to feel for unseen obstacles below the surface.

Wade approach

When wading towards a person in difficulty always maintain a good distance and provide reassurance. Be aware of changes in the depth of the water, currents, obstacles and the nature of the bottom surface.

Turning an unconscious person who is face-down

To turn over an unconscious person who is face-down:

- Move to a position facing the head.
- Grasp the person's shoulders.
- Rotate the person to a face-up position.

Rescue breathing in water

During a rescue it may be necessary to perform rescue breathing while still in the water if unable to land the casualty safely. It is not possible to perform chest compressions in water but rescue breathing can be performed successfully. In shallow water, the casualty should be secured and supported by the rescuer's body or legs or use of the edge such as the side of the pool. The principles for resuscitation are similar to those on land. The mouth-to-nose technique should be used.

When providing rescue breathing while wading, the principles of resuscitation are similar to those on land; the head should be tilted and the chin lifted. The rescue should be completed quickly and without delay so the casualty may be promptly removed from the water to enable both compressions and rescue breathing to commence.

Ref: Swimming and Lifesaving Chapter 7, page 144

AWARD ITEM

7. A person is in difficulty 8 metres from safety. Using a rigid aid selected by the assessor:
 - 7.1. enter the water and wade as for unknown conditions
 - 7.2. offer the aid to the person
 - 7.3. pull the person to safety
 - 7.4. assist the person out of the water using a stirrup lift.

The components for the award item must be performed in the sequence listed.

MUST SEE

- reassurance to the person
- clear instructions
- consideration of self-preservation
- effective and safe entry for the environment
- effective use of the rigid aid
- person is pulled using the rigid aid to safety
- safe stirrup lift.

ASSESSMENT: Practical demonstration of skills

TEACHING TIPS

1. Use a range of rigid aids suitable for performing a wade and reach rescue that may be available in various water environments.

SUPPORTING INFORMATION

Entry for unknown conditions

When the conditions are unknown including the depth and state of the bottom, a wade in or slide in entry is suitable. Both entries are controlled and safe allowing for the feet to feel for unseen obstacles. An aid such as a stick may be used in a wade entry to test for depth or obstacles. Facing the edge in a slide in entry allows for greater control when lowering the body.

Ref: Swimming and Lifesaving Chapter 3, page 44

Wade approach

When wading towards a person in difficulty always maintain a good distance and provide reassurance. Be aware of changes in the depth of the water, currents, obstacles and the nature of the bottom surface.

Wade rescue using a rigid aid

Once the rescuer is close enough to the person in difficulty to reach out with a rigid aid, they should turn to the side to gain a stable position. Reach out with the aid and instruct the casualty to grasp firmly. Pull the person steadily while wading back to safety and avoid contact until the casualty is secure.

Stirrup lift

A stirrup lift can be used in shallow or deep water when the casualty is able to help. Allow the casualty to recover sufficiently to be assisted from the water by providing support against the edge. Move to the side or behind the person. In shallow water, the rescuer forms a cup with their hands against their knee for the casualty to lever their body up out of the water. In deep water, the rescuer uses one hand to maintain a firm grip on the edge. With the other hand, form a cup or stirrup and instruct the person to step up or leave the water. If the edge is high and difficult to hold, the rescuer should tread water while providing the stirrup. As the person steps up, the rescuer may go under water.

Ref: Swimming and Lifesaving Chapter 6, page 118

AWARD ITEM

8. Demonstrate:

- 8.1. a defensive position
- 8.2. a reverse action.

MUST SEE

- maintaining a safe distance from a person in difficulty
- correct adoption of defensive position
- rapid reverse with vigorous kicking action.

ASSESSMENT: Practical demonstration of skills

TEACHING TIPS

1. Reinforce the concept of self-preservation regularly so candidates automatically consider their own safety during a rescue.
2. Practise the range of defensive techniques using different scenarios and changing training partners.

SUPPORTING INFORMATION

Defensive techniques are used to avoid contact with a person in difficulty. A person in difficulty can often be irrational, anxious and their only concern is breathing or getting to safety. They may panic and attempt to lunge at the rescuer, so maintaining a safe distance and using an aid as a barrier are methods to keep the rescuer safe. At all times the rescuer should observe the person in difficulty and avoid contact where possible.

Defensive position

When approaching a casualty or needing to assess or re-assess a situation, a rescuer should always adopt the defensive position:

- Maintain a safe distance; approximately 2- 3 metres away from the casualty.
- Lean slightly backwards, keep one leg tucked and push the other leg forward.
- Scull the hands to maintain the position in the water.

Reverse

If the casualty attempts to lunge towards or grasp the rescuer, the rescuer should use the reverse action:

- Tuck legs quickly under the body and push them forward.
- Kick vigorously away from casualty – strong big kicks and use hands and arms to increase acceleration.
- Re-adopt the defensive position to re-assess the situation.

Ref: Swimming and Lifesaving Chapter 6, pages 102-103

AWARD ITEM

9. A person is in difficulty 15 metres from safety. With a flotation aid:
- 9.1. enter the water maintaining visual contact with the person
 - 9.2. wade and/or swim and, keeping a safe distance, pass the aid to the person
 - 9.3. accompany the person to safety
 - 9.4. instruct the person on how to leave the water.

The components for the award item must be performed in the sequence listed.

MUST SEE

- reassurance to the person in difficulty
- effective instructions
- consideration of self-preservation
- effective and safe entry with buoyant aid for the environment
- constant observation of person
- safe wading and swim approach
- accurate pass of flotation aid
- person accompanied to safety
- person has left the water safely.

ASSESSMENT: Practical demonstration of skills

TEACHING TIPS

1. Use a range of buoyant aids suitable for performing an accompanied 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

Entries

When selecting a safe entry, the following should be considered:

- Assess the area to select the most appropriate method.
- Choose a method that offers complete safety.
- Always consider the depth of water.
- Conditions change, so re-assessment is required.

Methods of entry include:

- Wade in – shallow water, unknown conditions.
- Slide in – unknown depth and conditions.
- Step in – known depth, clear and bottom free from obstacles.
- Compact jump (with and without lifejacket) – known deep water from height > 1 metre.
- Dive entry – known deep water, clear and bottom free from obstacles.
- Stride entry – known deep water, clear and bottom free of obstacles, keep watch of casualty.
- Accidental fall in – unexpected.

Ref: Swimming and Lifesaving Chapter 3, pages 44-48

Wade approach

When wading towards a person in difficulty always maintain a good distance and provide reassurance. Be aware of changes in the depth of the water, currents, obstacles and the nature of the bottom surface.

Swim approach

Speed in reaching a person in difficulty is essential because they can quickly become unconscious, particularly if they are a non-swimmer. Continuous observation is vital in case the person submerges. If a wade entry is required, a wading approach should be used until a suitable point from which to begin the swim. Speed is important but so too is the need to conserve energy to ensure you can accompany the person in difficulty to return to safety. The approach should be done with head up to enable the rescuer to keep observation of the casualty. The defensive position should always be adopted at a safe distance in order to make a final assessment.

Accompanied rescue

This method of rescue is used when a person in difficulty is too far from safety to use a reach or throw rescue. A buoyant aid is taken and the rescuer should always maintain a safe distance from the person. Buoyant aids may include a lifejacket, rescue ring, rescue tube or kickboard. Once the aid is thrown to the person and they have taken hold, the rescuer should encourage the person to kick and accompany them to safety, keeping 2-3 metres in front and providing reassurance.

Ref: Swimming and Lifesaving Chapter 6, page 106

Exiting the water safely

A successful rescue ends with ensuring the person in difficulty has safely been assisted or removed from the water. For environments with a gentle slope, the weak swimmer can be walked out with assistance. They may be exhausted, so the rescuer should slide their head under the person's armpit, provide support around their waist and walk beside the person.

For environments with a higher edge that requires a person to climb out, a stirrup lift may be used. The rescuer should move to the side or behind the person. The rescuer cups their hands together to form a stirrup and instructs the person to place one foot in the stirrup to step up and leave the water.

Ref: Swimming and Lifesaving Chapter 6, pages 116/118

AWARD ITEM

10. Demonstrate an individual search pattern in shallow water.

MUST SEE

- consideration of self-preservation
- wade in lines parallel to shore, moving closer to the shore
- methodical coverage of area.

ASSESSMENT: Practical demonstration of skills

TEACHING TIPS

1. Emphasise the importance of performing a methodological search to ensure that all areas are covered and time is not wasted checking areas previously checked.

SUPPORTING INFORMATION

If the person in difficulty who becomes submerged has been observed by the rescuer, they may be quickly located and recovered. Sometimes the location of a submerged person may be indicated by bubbles. In the case the person in difficulty has not been observed, a search pattern will need to be used to locate the submerged person.

Search patterns

The purpose of search patterns is to recover a person where the location of the person is unknown; these can be performed by an individual or as a group.

To perform an individual search pattern in shallow water:

- Prior to entering the water, call for help and scan the area from the shore.
- Wade out to the most likely location or where the person was last seen.
- Note reference points on land to monitor the area that has been covered.
- Wade back and forth in lines parallel to the shore, moving closer to the shoreline on each sweep.
- Check close to banks and submerged branches where visibility is often poor.

Ref: Swimming and Lifesaving Chapter 6, page 105

AWARD ITEM

11. In a single surface dive, recover three of six objects placed in a 2-metre by 2-metre area in water 1.5 metres deep.

MUST SEE

- efficient head-first or feet-first surface dive
- recovery of three objects in one surface dive.

ASSESSMENT: Practical demonstration of skills

TEACHING TIPS

1. Emphasise the importance of performing head-first and feet-first surface dives with little splash to minimise disturbance.
2. Use objects that are easy to hold and are not too heavy so more than one can be collected in the single surface dive.

SUPPORTING INFORMATION

Head-first surface dive

A head-first surface dive should be used when water conditions are known to be safe. It is used when escaping from danger or when recovering a submerged person.

Swim a freestyle or breaststroke approach towards the point directly above the object to be recovered. Submerge the upper body by bending at the hips and using the arms to drive downwards. Raise the legs to straighten the body into a vertical position. Keep the arms extended to protect the head.

Feet-first surface dive

A feet-first surface dive can be used when searching unclear water and for escaping from under upturned boats. The extended feet-first surface dive is used when a quick submersion is required whereas a controlled feet-first surface dive is when a slower and controlled descent is required.

Adopt a vertical position, kick vigorously and push hands downwards to raise the body in the water. Point the toes and swing both arms above the head to drive the body vertically downwards. The hands may scull for further propulsion when under the water. For a more controlled descent, bring the body into a vertical position with legs together and toes pointed. Use the hands in an upward scooping action to propel the body down.

Ref: Swimming and Lifesaving Chapter 3, pages 56-58

Recovery of an object

In water that is not clear, sweep the hands near the bottom to locate an object. Grasp the object and hold to the chest, with bent knees, push off the bottom until the water surface is reached.

AWARD ITEM

12. Demonstrate initiative in effecting a rescue of a person who is not more than 10 metres from safety.

The assessor will:

- specify whether the person is injured (non-spinal), unconscious or a weak swimmer
- specify the distance the person is from safety
- ensure that four rescue aids (buoyant and non-buoyant) are available.

The candidate may enter the water but must not come in contact with the person unless the person is unconscious and in shallow 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 if applicable
- effective instructions if applicable
- consideration of self-preservation (including not coming in contact with casualty unless unconscious)
- 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 Accompanied Rescue:

1. The candidate must not come in contact with the person unless the person is unconscious and in shallow 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, injured person (non-spinal) or unconscious.
5. Location of casualty in the water (no more than 10 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.

AWARD ITEM

13. Dressed in swimwear, shorts and t-shirt:

- 13.1. float and tread water for 1 minute, waving intermittently as if signalling for help
- 13.2. swim 200 metres using any recognised strokes(s).

The components for the award item must be performed in the sequence listed.

MUST SEE

- efficient floating and treading water
- wave and shout for help intermittently
- amount of time achieved
- distance achieved.

ASSESSMENT: Practical demonstration of skills

TEACHING TIPS

1. Initially test at the start to ascertain whether candidates have the swimming ability to undertake the award.
2. Encourage candidates to use a variety of strokes; both competitive and survival.
3. Provide opportunities to practise without wearing shorts and t-shirt initially.

SUPPORTING INFORMATION

Personal survival skills are vital in the case a person finds themselves in an emergency situation. Developing a range of skills will aid the candidate in adapting to different conditions in a wide range of aquatic environments. Survival skills such as sculling, body rotation, treading water and eggbeater kick will all assist the individual to keep above water, conserve energy and remain calm.

Floating and sculling

Sculling is an essential skill which all swimming strokes and many survival techniques are based. The position of the hands will determine the direction of movement. Survival sculling is used when it is necessary to stay in the one position and is suitable for warmer water where heat loss is not a problem. The hands should scull in a flat action to maintain a stationary position on the back. For those that are unable to maintain a motionless float, the legs may be kicked slightly to keep the body horizontal.

Ref: Swimming and Lifesaving Chapter 3, pages 50-54

Treading water

Treading water is a survival skill that enables a person to maintain one position with their head above water for a period of time.

The body is in an upright position with the head above the water. The arms and hands perform a relaxed sculling action just below the surface. There are a number of leg actions that may be used to tread water: eggbeater kick, breaststroke kick, flutter kick, scissor kick or a cycling action. The most effective and efficient kick is the eggbeater.

To perform the eggbeater kick:

- Sit in the water with thighs parallel to the water surface and knees spread apart.
- Drive the legs in a circular pattern using an alternative action.
- The feet make a circle under the stationary knee, so the propulsion is provided from the inside of the foot and lower leg.
- As one leg drives, the other leg recovers ready to commence the powerful kicking action.

Ref: Swimming and Lifesaving Chapter 3, page 55

Signal for help

While floating, sculling or treading water, extend one arm above the head with an open hand. Attract attention by waving intermittently and shouting for help.

Ref: Swimming and Lifesaving Chapter 3, page 62

Swimming strokes

Swimming strokes may be used for survival, rescue, competition and recreation. Speed of stroke, energy expenditure, propulsion and vision are all important factors in selecting an appropriate stroke for the water conditions and situation.

Stroke	Survival	Rescue	Competition	Recreation
Freestyle	•	•	•	•
Backstroke	•		•	•
Breaststroke	•	•	•	•
Butterfly			•	
Sidestroke	•	•	•	•
Survival Backstroke	•	•	•	•

Ref: Swimming and Lifesaving Chapter 4



FOR MORE INFORMATION

Call **02 8217 3111**


Email **info@rlssa.org.au**

CONNECT WITH US

 facebook.com/RoyalLifeSaving

 twitter.com/royallifesaving

 youtube.com/RoyalLifeSavingAust

 royallifesaving.com.au