



AUSTRALIAN LIFESAVING
ACADEMY

Bronze Medallion

**Certificate II in Public Safety (Aquatic
Rescue) - PUA21012**

Learner Guide

Acknowledgements

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Course Introduction

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

Course outcomes

A full list of Learning Outcomes for this course is in the Bronze Training Manual. Topics covered are:

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

Pre-requisites

To commence training for the Bronze Medallion/PUA21012 Certificate II in Public Safety you must meet the following course prerequisites:

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

What you need to complete this course

- 34th edition Public Safety and Aquatic Rescue Training Manual
- Bronze Medallion/Cert II Learner Guide (this document)
- To be enrolled as a financial member on a Bronze Medallion course
- Swimming costume (Wetsuit for wet training if in a cold climate)
- Swim fins (optional)
- Sun protection – sunscreen, hat, rashie

Additional reference resources

- Online Bronze Medallion/Cert II Course (access via www.lifesavingonline.com.au)
- Bronze Medallion Lifesaving Techniques Video Clips (access via www.lifesavingonline.com.au)

Nationally recognised qualification

On completion of the Bronze Medallion assessments you 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:

- PUACOM001C Communicate in the workplace
- HLTF211A Provide basic emergency life support
- 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
- PUAOPE013A Operate communications systems and equipment
- PUASAR012B Apply surf awareness and self rescue skills

You may also be issued the following unit:

- Perform CPR (HLTCPR211A)

If you would like to know more about nationally recognised awards ask your Chief Training Officer, visit www.surflifesaving.com.au/members/training or contact your state office.

34th Edition Training Manual – (Source of information)

The table below shows the relationship between chapters of the training manual and the units of competency in the Certificate II in Public Safety (Aquatic Rescue).

Trainers and candidates will find all of the knowledge and skills required for the Assessment Tasks in the 34th edition manual, “Public Safety and Aquatic Rescue”:

PUA21012 Certificate II in Public Safety (Aquatic Rescue)		Chapters	Assessment Task
Induction	Introduction to Surf Life Saving	Chapter 1: Safety and wellbeing	Induction checklist
PUACOM001C	Communicate in the workplace	Chapter 7: Communications Chapter 11: Beach management	AT-1, AT-2, AT-3, AT-4, AT-5, AT-6, AT-7, AT-8
HLTF211B	Provide basic emergency life support	Chapter 3: The human body Chapter 4: Cardiopulmonary resuscitation Chapter 5: Defibrillation and basic oxygen	AT-3, AT-4 AT-8
HLTCPR211A	Perform CPR	Chapter 6: First aid	
PUASAR009B	Participate in an aquatic rescue operation	Chapter 9: Rescue techniques Chapter 10: Carries and supports	AT-6, AT-7, AT-8
PUATEA001B	Work in a team	Chapter 7: Communications Chapter 11: Beach management	AT-1, AT-2, AT-3, AT-4, AT-7, AT-8

PUATEA004C	Work effectively in a public safety organisation	Chapter 1: Safety and wellbeing	AT-1, AT-2, AT-3, AT-4, AT-5, AT-6, AT-7, AT-8
PUAOHS001C	Follow defined occupational health and safety policies and procedures	Chapter 1: Safety and wellbeing	AT-1, AT-2, AT-3, AT-4, AT-5, AT-6, AT-7, AT-8
PUAOPE013A	Operate communications systems and equipment	Chapter 8: Radio operations	AT-1, AT-2, AT-3, AT-4, AT-7, AT-8
PUASAR012B	Apply surf awareness and self rescue skills	Chapter 2: Surf awareness and skills	AT-6, AT-7, AT-8

NOTE: 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.

Participants must complete all of the assessment tasks to be awarded the Bronze Medallion and PUA21012 Certificate II in Public Safety (Aquatic Rescue).

Current skills and knowledge – RPL and credit transfer

If you believe you already possess some or all of the skills and knowledge of this award, or if you already hold one or more of the related units of competency, you may wish to apply for Recognition of Prior Learning (RPL) or Credit Transfer. Contact your Chief Training Officer, Branch or State Centre for more information on this process.

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

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

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

Training and assessment disclosures

Prior to commencing training, your trainers should discuss with you:

- your rights and obligations (including the appeals and complaints procedures)
- any learning or other needs you may have and how these can be accommodated during training
- the nature of the training, and the expectations placed on you.

Following assessment, assessors should discuss the results of the assessment with you (preferably individually) and provide feedback. If you are deemed Not Yet Competent (NYC) in any aspect/s of the assessment you should be given specific feedback, so that you can work with your trainer to improve your skills and knowledge and prepare for re-assessment.

Candidate Induction

All Bronze Medallion candidates will undergo an induction which will be conducted by a suitably experienced club official or senior member. This should include all the points in the induction checklist in the Introduction Chapter of the 34th Edition Public Safety and Aquatic Rescue Manual. The person conducting the induction should sign the relevant box in the “Final Assessor Sign-off” page at the end of this Learner Guide.

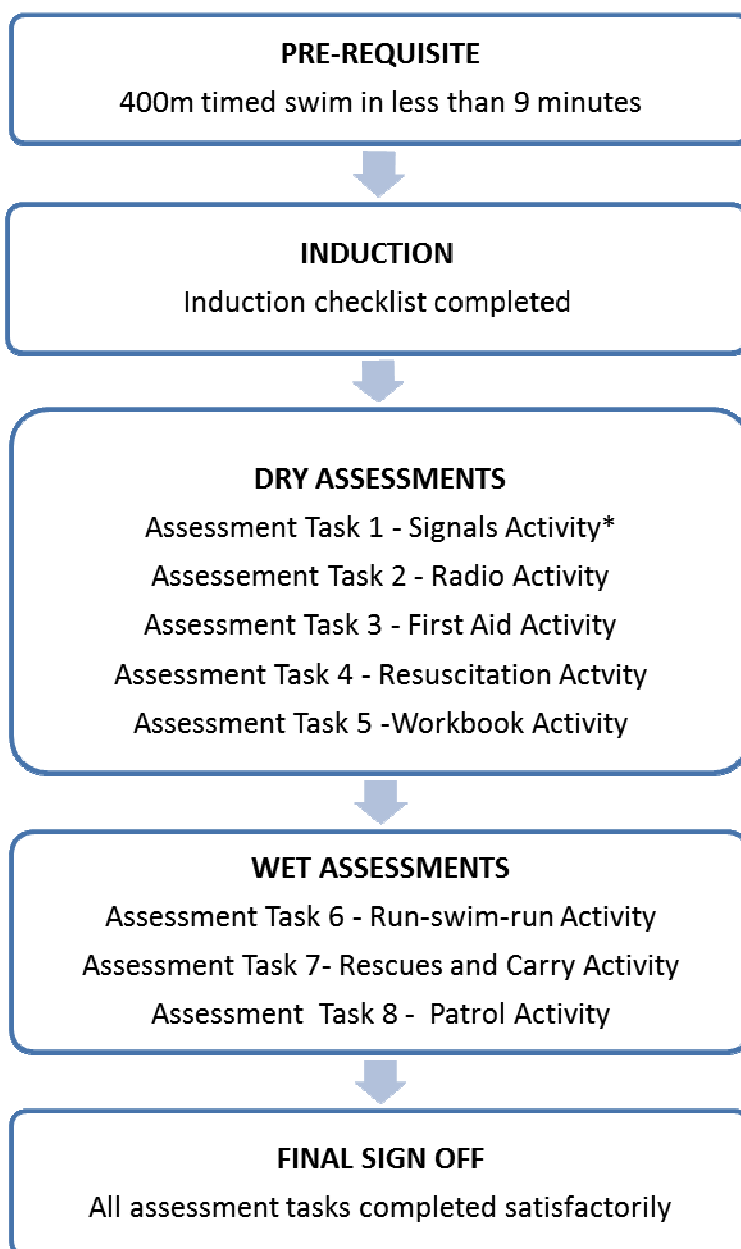
This induction forms an important part of your Bronze Medallion learning and assessment, and you will be questioned during assessment on a random selection of information provided during the induction.

Preliminary assessment

It is recommended that the Training Officer organizes a preliminary assessment (ie: mock assessment), conducted by another Trainer or Assessor, to check that your squad is competent and ready for the actual assessment process.

Assessment Activities

Assessment of the Bronze Medallion is based on the following assessment tasks:



***Please note:** For safety reasons, the Signals Assessment must be satisfactorily completed before any water based activities.

To be assessed as competent in the Bronze Medallion, and to be eligible for the certificate II in Public Safety (Aquatic Rescue), you must complete a thorough induction and satisfactorily complete all eight assessment tasks.

If you are unsuccessful in any assessment activity, you may be reassessed in that task. This should be discussed with the trainer(s) and assessor(s) on the day of assessment.

Assessment Tasks - Summary

There are eight (8) assessment tasks (see Page 10), covering all aspects of assessment for the Bronze Medallion. During assessment tasks, your trainers and assessors will more than likely ask you supplementary questions to check your knowledge and competence and provide further learning where required.

Many assessment activities will be run at least twice, with a change in some elements, to ensure that you are given every opportunity to develop the confidence and competence in all of the skills and knowledge that need to be assessed. For example; rotating candidates through several different resuscitation roles in the resuscitation activity.

You should be given a pre-briefing describing the situation/scenario in which you 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. You should use this opportunity to ask questions, ensuring you are clear on all aspects of the assessment activity.

ASSESSMENT TASK 1 – SIGNALS – ACTIVITY

- **Related Training Manual Chapter/s:** Ch-8
- **Assessment Brief:** This activity will allow you to demonstrate through practical demonstration your competence in performing a selection of standard SLSA non-verbal signals. You will need to demonstrate on more than one occasion that you can communicate effectively using and receiving standard SLSA non-verbal signals (eg: Signal Flags).

ASSESSMENT TASK 2 – RADIO – ACTIVITY

- **Related Training Manual Chapter/s:** Ch-7
- **Assessment Brief:** This activity will allow you to demonstrate through a practical activity your competence in communicating using radio equipment to an acceptable standard in both routine and emergency situations.

ASSESSMENT TASK 3 – FIRST AID – ACTIVITY

- **Related Training Manual Chapter/s:** Ch-3, Ch-6
- **Assessment Brief:** This activity will allow you to demonstrate through a practical activity your competence in treating a patient with a single injury or illness to an acceptable standard. You will need to demonstrate appropriate first aid on more than one occasion.

ASSESSMENT TASK 4 – RESUSCITATION – ACTIVITY

- **Related Training Manual Chapter/s:** Ch-3, Ch-4, Ch-5
- **Assessment Brief:** This activity will allow you to demonstrate through a practical activity your competence in applying RESUSCITATION / DEFIBRILLATION / OXYGEN to an acceptable standard. You will need to demonstrate appropriate and effective resuscitation and correct use of resuscitation equipment aid on more than one occasion.

ASSESSMENT TASK 5 – UNDERPINNING KNOWLEDGE

- **Related Training Manual Chapter/s:** All chapters
- **Assessment Brief:** This activity will allow you to demonstrate the underpinning knowledge required to demonstrate your competence in the Bronze Medallion to an acceptable standard. You will need to work through the theory questions as directed by your Trainer over the course of the training. You are permitted to refer to training materials while you complete the questions in the Learner Guide or the online resource.

ASSESSMENT TASK 6 - RUN-SWIM-RUN – ACTIVITY

- **Related Training Manual Chapter/s:** Ch-2
- **Assessment Brief:** This activity will allow you to demonstrate through a practical activity that you possess an acceptable standard of physical fitness and ability to perform lifesaving duties.

ASSESSMENT TASK 7 – RESCUES AND CARRIES – ACTIVITY

- **Related Training Manual Chapter/s:** Ch-9, Ch-10
- **Assessment Brief:** This activity will allow you to demonstrate through a practical activity your competence in performing RESCUES AND CARRIES to an acceptable standard. You will need to perform a rescue and demonstrate safe carries on more than one occasion.

ASSESSMENT TASK 8 -PATROL ACTIVITY

- **Related Training Manual Chapter/s:** Entire manual, but especially Ch 11
- **Assessment Brief:** This activity will allow you to demonstrate through a practical activity your competence in contributing safely and effectively as a member of a lifesaving team to an acceptable standard. You will need to demonstrate your skills on more than one occasion.

Assessment Task 5 – Learner Guide Questions

- You will be advised which sections/questions in this Learner Guide to complete after each training session
- The Learner Guide questions are not an exam
- You are permitted to refer to training materials while you complete the Learner Guide questions or the online resource
- You must provide an answer for each question
- The Trainer/s may work through each question with your squad to ensure that the content in each question is addressed

You can:

EITHER

- Complete the Learner Guide and submit it to the Assessor

OR

- Print out the COURSE/CHAPTER COMPLETION REPORT from the eLearning platform (access via www.lifesavingonline.com.au) and submit it to the Assessor

OR

- A combination of both of the above options and submit all to the Assessor.

Introduction

- 1) Surf Life Saving Australia is a member of what international organisation?
 - a) The International Life Saving Committee
 - b) The International Life Saving Federation
 - c) The International Lifeguarding Foundation
 - d) The International Lifeguarding Institute
- 2) What is the name of the body, appointed by your club constitution, that makes decisions about the running of the club:
 - a) Training group
 - b) IRB panel
 - c) Management committee
 - d) Membership group
- 3) When you become a member of SLSA, you agree to adhere to a Code of Conduct that specifies:
 - a) SLSA is an equal opportunity organisation
 - b) SLSA will not tolerate harassment or discrimination of any kind
 - c) SLSA respects cultural diversity
 - d) All of the above
- 4) What is the minimum age for eligibility for the Bronze Medallion?
 - a) 14
 - b) 15
 - c) 16
 - d) 17

- 5) You are required to do an annual proficiency test for your Bronze Medallion. True_or false?
- 6) Which of the following SLS awards could you do after you complete your Bronze Medallion if you are 15 or older and maintain your proficiency?
 - a) Advanced Resuscitation Techniques
 - b) Spinal Management
 - c) IRB Crew
 - d) All of the above

Chapter 1 – Safety and wellbeing

- 1) Participating in surf lifesaving duties carries which hazards?
 - a) Dangerous water conditions
 - b) Heavy gear and equipment
 - c) Harmful sun exposure
 - d) All of the above
- 2) What does the term 'environmental hygiene' refer to?
 - a) Being environmentally friendly
 - b) Using biodegradable products
 - c) Cleaning up after yourself and ensuring all areas are clean and free of vermin
 - d) Washing all the equipment after use
 - e) All of the above
- 3) Identify the types of costs associated with workplace illness and injury
 - a) Loss of income from paid employment due to injury
 - b) Emotional hardships for family and friends dealing with the consequence of loss of physical ability and/or loss of income
 - c) Economic difficulties for companies who need to replace workers who are sick or injured
 - d) Long or short-term physical incapacity resulting from illness or injury
 - e) All of the above
- 4) What is the primary Work, Health and Safety (WHS) obligation of club members?
 - a) To act responsibly and with care
 - b) To follow safe work practices and procedures
 - c) Understand your limitations and act accordingly
 - d) All of the above
- 5) What does 'duty of care' refer to?
 - a) To ensure, so far as is reasonably practicable, the health and safety of people who carry out activities in the workplace
 - b) To prevent workplace accidents
 - c) Eliminating the risks to health and safety in the workplace
 - d) Performing your duties in a safe manner
 - e) All of the above

- 6) Who has a duty of care in the surf lifesaving workplace?
 - a) Your club or service
 - b) The patrol captain or senior lifeguard
 - c) You
 - d) All of the above

- 7) Critical incident stress is one of the risks of working in the SLS environment. Which of the following statements is correct?
 - a) Critical incident stress is a normal reaction to abnormal events
 - b) Critical incident stress only happens to certain kinds of people
 - c) Critical incident stress is the same for everybody
 - d) Critical incident stress is a temporary issue and can be ignored
 - e) All of the above

- 8) What PPE should you carry in your personal hygiene kit (bumbag)?
 - a) Band-aids and disposable gloves
 - b) Resuscitation masks and disposable gloves
 - c) Radio and resuscitation mask
 - d) Notepad and pen
 - e) All of the above

- 9) If you injure yourself while on duty, an incident report form should be filled in and handed to your club WHS officer or workplace supervisor. When should this occur?
 - a) As soon as is practicably possible after the event
 - b) Whenever you get around to it
 - c) At the end of the season
 - d) Never- Incident Report Forms only apply to members of the public

- 10) Which of the following statements about melanoma is incorrect?
 - a) Melanoma is a type of skin cancer
 - b) Each year in Australia melanoma is responsible for more than 1500 deaths
 - c) Melanomas may be cured, if detected and treated early enough
 - d) Melanoma is contagious

Chapter 2 – Surf awareness and surf skills

- 1) Which type of beach usually has the safest conditions?
 - a) Reflective
 - b) Low tide terrace
 - c) Bar and rip
 - d) Longshore trough
 - e) Dissipative (broad surf zone)

- 2) A dissipative beach has a broad surf zone in which
 - a) Incoming tides can trap swimmers on sand bars
 - b) Waves tend to be heavier and larger
 - c) There are no sand bars
 - d) Deep water occurs close to shore
 - e) Strong currents are found in the outer surf zone

- 3) In which types of beach do the waves to be heavier and larger?
 - a) Reflective
 - b) Low tide terrace
 - c) Bar and rip
 - d) Longshore trough
 - e) Dissipative (broad surf zone)

- 4) What is the hazard rating of a longshore trough beach?
 - a) high danger
 - b) moderate-high danger
 - c) moderate
 - d) low-moderate danger
 - e) low danger

- 5) Which type of beach often has tidal currents that can increase danger?
 - a) Reflective
 - b) Low tide terrace
 - c) Bar and rip
 - d) Longshore trough
 - e) Dissipative (broad surf zone)

- 6) Which type of beach is often produced by storm conditions?
 - a) Reflective
 - b) Low tide terrace
 - c) Bar and rip
 - d) Longshore trough
 - e) Dissipative (broad surf zone)

- 7) Which type of beach poses the specific risk of swimmers being washed off the edge of sand bars into rip currents?
 - a) Reflective
 - b) Low tide terrace
 - c) Bar and rip
 - d) Longshore trough
 - e) Dissipative (broad surf zone)

- 8) Which type of beach increases the risk of incoming tides trapping unsuspecting swimmers on shallow sand bars?
 - a) Reflective
 - b) Low tide terrace
 - c) Bar and rip
 - d) Longshore trough
 - e) Dissipative (broad surf zone)

- 9) What is the hazard rating of a dissipative beach?
- a) High danger
 - b) Moderate-high danger
 - c) Moderate danger
 - d) Low-moderate danger
 - e) Low danger
- 10) At which type of beach should swimmers be especially aware of the shore break?
- a) Reflective
 - b) Low tide terrace
 - c) Bar and rip
 - d) Longshore trough
 - e) Dissipative (broad surf zone)

Chapter 3 – The human body

- 1) If a wound is bleeding freely and spurting, which type of blood vessel has been damaged?
- a) Vein
 - b) Artery
 - c) Capillary
- 2) Oxygen is essential for healthy cell function. Brain damage from a lack of oxygen can occur in less than:
- a) 1 hour
 - b) 30 minutes
 - c) 10 minutes
 - d) 4 minutes
- 3) The lymphatic system is responsible for:
- a) Defending you against viruses, bacteria, fungi and other toxins
 - b) Transporting waste through your body
 - c) Circulating oxygen to your tissues
 - d) Sends messages to control your movement
- 4) Lymph fluid is transported around the body in the same way as blood.
- a) True
 - b) False
- 5) Muscles are attached to the bones of your skeletal system by:
- a) Tendons
 - b) Joints
 - c) Muscles
 - d) Ligaments
- 6) How many sections is the spine composed of?
- a) 3
 - b) 4
 - c) 5
 - d) 6

- 7) The weight of the head and the narrow canal in which the spinal cord is contained makes the cervical spine particularly vulnerable to damage.
- True
 - False
- 8) The air we breathe in consists of 21% oxygen. What percentage of oxygen is in the air we breathe out?
- 20
 - 22
 - 18
 - 16
- 9) Oxygen enters through the body via which body system?
- Respiratory
 - Circulatory
 - Skeletal
 - Digestive
- 10) Which two body parts comprise the central nervous system?
- Heart and lungs
 - Brain and heart
 - Brain and spinal cord
- 11) Which of the following is NOT a function of the digestive system?
- To break down and process food so that it can be transported to cells for the production of energy
 - To process food and eliminate waste
 - To provide the body with essential nutrients from food
 - To send signals from the salivary glands to the brain
- 12) How many layers does the integumentary system have?
- 1
 - 2
 - 3
 - 4

Chapter 4 – CPR

- 1) How should you assess a patient's breathing?
- Looking for movement of the chest, listening with your ear close to their mouth and feeling for signs of air on your cheek or their chest moving
 - Placing a mirror in front of the patient's mouth to see if it fogs up
 - Watching to see if their chest moves and feel for signs of air on your cheek
 - Listening for any gasping noises and look for any movement of the chest
- 2) The possible causes of airway obstruction include:
- Vomit, blood and saliva
 - Tongue
 - Foreign material (e.g. food, debris)
 - All of the above

- 3) How should you position your hands for external cardiac compressions?
 - a) By visualising the middle of the patient's chest
 - b) By measuring between the collarbone and the xiphoid
 - c) By imagining a line from the side of the patient's chest to the mid-point between their nipples

- 4) What is the depth required for compressions to be effective?
 - a) $\frac{1}{3}$ rd of the depth of the patient's chest
 - b) $\frac{1}{2}$ th of the depth of the patient's chest
 - c) Enough to make the patient's ribs crack
 - d) Just short of making the patient's ribs crack

- 5) What is the correct ratio of breaths to compressions?
 - a) 1:5
 - b) 2:5
 - c) 2:30
 - d) 1:60

- 6) How many cycles of compressions followed by rescue breathing should you perform in 2 minutes?
 - a) Two
 - b) Five
 - c) Ten
 - d) 15

- 7) When is it acceptable to stop CPR?
 - a) When you are exhausted
 - b) When the casualty begins breathing normally
 - c) When you determine that the person has died
 - d) When someone else takes over
 - e) When an authorized person declares the casualty deceased
 - f) After a period of 30 minutes

- 8) What are the two key variations you will need to make if performing CPR on an infant?
 - a) No head tilt, use only 2 fingers for compressions
 - b) Maintain head tilt, use only 1 hand for compressions
 - c) No head tilt, use only 1 hand for compressions
 - d) Maintain head tilt, use only 2 fingers for compressions

- 9) What is the correct ratio of rescue breathing to compressions on a child?
 - a) 1:5
 - b) 2:30
 - c) 2:15
 - d) 3:30

- 10) Anyone who has required resuscitation should be referred to hospital.
 - a) True
 - b) False

- 11) You are in the middle of performing CPR on a patient when you notice that their stomach is becoming distended. What should you do? Select all that apply
- a) Check that you are maintaining the correct head tilt for the patient
 - b) Continue with CPR
 - c) Try to deflate the stomach by pressing down on it
 - d) Increase the speed of rescue breathing
- 12) How often should you rotate operators to prevent fatigue when performing CPR?
- a) Every five cycles (or two minutes)
 - b) Every ten cycles
 - c) As often as you can
 - d) Never

Chapter 5 – Basic oxygen and defibrillation

Defibrillation

- 1) When can an AED be used?
- a) When the patient is responsive and breathing normally
 - b) When the patient is unconscious and breathing
 - c) When the patient is conscious but not breathing normally
 - d) When the patient is unresponsive and not breathing normally
- 2) Can an AED be used on a 2 year old child?
- a) Yes
 - b) No
- 3) Can an AED be used on a pregnant patient?
- a) Yes
 - b) No
- 4) Why should you take care to use the AED on a stable platform?
- a) To ensure that a shock can be delivered effectively
 - b) To ensure that the AED is used safely
 - c) To ensure that the patient is in the correct position
 - d) To ensure that the AED is able to perform a valid assessment of the patient
- 5) What should you do if the patient's chest is wet and they are lying in a pool of water at the time they experience a sudden cardiac arrest?
- a) Leave them where they are and do not waste time before applying the shock
 - b) Dry their chest before applying the pads
 - c) Move them and dry their chest before applying the pads
 - d) Nothing, the defibrillator will work just fine
- 6) Why is it essential to keep clear of the patient when a shock is being delivered to a patient?
- a) To ensure that the patient gets the best treatment possible
 - b) To prevent rescuers from being electrocuted
 - c) To ensure that the AED works properly
 - d) To ensure the safety of the patient

- 7) Where should the electrode pads be placed on an adult patient with a pacemaker?
- Both pads should be at least 8cm away from the pacemaker
 - On top of the pacemaker
 - One pad on the patient's front and the other pad on their back
- 8) If the patient is wearing metallic jewellery, e.g. a long necklace or nipple rings, when you need to use the AED, should you remove the jewellery before placing the pads.
- True
 - False
- 9) How would you place adult pads on children who are too small to place the pads as you would on an adult?
- One on their front and one on their back
 - Use one on the front only
 - Put one of the pads on their chest and one on their leg
 - Put one pad on top of the other one
- 10) What is the minimum age for use of an AED?
- 6 months
 - 12 months
 - 2 years
 - 8 years

Oxygen therapy

- 11) Which of the following is NOT a safety precaution when using oxygen?
- Oxygen bottles should be laid flat when stored or fastened securely if left upright
 - Oxygen should not be used near an open flame
 - Oxygen should not be used when delivering defibrillation with an AED
 - The flowrate on the oxygen cylinder should be set to 15L per minute during resuscitation
- 12) In what position should an unconscious breathing casualty have oxygen therapy administered?
- In a position they find comfortable
 - In the lateral (recovery) position
 - On their back
 - On their back with their legs raised
- 13) What is the optimum flow rate of oxygen to use in oxygen-aided resuscitation?
- 8 litres per minute
 - 15 litres per minute
 - 10 litres per minute
 - 4 litres per minute
- 14) What is the optimum flow rate of oxygen to use for the spontaneously breathing patient, that is, for oxygen therapy?
- 8 litres per minute
 - 15 litres per minute
 - 10 litres per minute
 - 4 litres per minute

Chapter 6 – First Aid

- 1) Which of the following is NOT an aim of first aid?
 - a) Preserve life
 - b) Provide medical treatment
 - c) Protect the unconscious patient
 - d) Prevent injury or illness becoming worse
 - e) Promote recovery
 - f) Provide reassurance and comfort to the ill or injured

- 2) If you are providing first aid to a minor (child), who should you ask for consent before you begin treatment?
 - a) Their parent or guardian
 - b) No-one – consent is implied
 - c) An older brother or sister
 - d) Any adult with the child at the time of the incident

- 3) When do you have a duty of care over people on the beach?
 - a) Whenever you are at the beach but only if you are first aid qualified
 - b) Whenever you are on duty as a lifeguard or lifesaver
 - c) Whenever you are on duty but only if you are first-aid qualified
 - d) Whenever you are at the beach

- 4) What is the term used to describe a breach of the required standard of care that causes a reasonably foreseeable event to lead to injury or damage?
 - a) Neglect
 - b) Negligence
 - c) Disregard
 - d) Liability

- 5) Who can you talk to about the casualty's condition or personal details? (Select all that apply)
 - a) Other lifesavers
 - b) Parent or guardian if the child is a minor
 - c) The person who is ill or injured
 - d) Relevant emergency service or medical personnel
 - e) None of the above

- 6) Which form would you need to complete after treating a patient for a marine sting? (Note: the patient did not require further medical assistance)
 - a) Patient handover form
 - b) First Aid Treatment form
 - c) Incident Report Log
 - d) Patrol log

- 7) What details do you need to record on the Patient Handover Form?
 - a) The details of the treatment provided
 - b) A description of the injury or illness
 - c) Any known patient details
 - d) All of the above

- 8) Household bleach is an appropriate cleaning agent for floors and walls that may have come into contact with body fluids.
- a) True
 - b) False
- 9) Any waste materials that have come into contact with bodily fluids need to be disposed of in a hazardous waste bin.
- a) True
 - b) False
- 10) Whose is responsible for checking the contents of the first aid kit before and after duty?
- a) You
 - b) Your Team Leader
 - c) The Patrol Captain or Senior Lifeguard
 - d) The First Aid Officer
- 11) When treating a severe bleed you should:
- a) Place the patient on their back with legs slightly raised
 - b) Send for help
 - c) Apply direct pressure to stop the bleeding
 - d) Wear gloves to avoid direct contact with the patient's blood
 - e) Elevate the limb if the wound is on a limb
 - f) All of the above
- 12) What is the treatment for an unknown jellyfish sting in tropical Australia?
- a) Immerse sting in water as hot as can be tolerated by the casualty
 - b) Apply ice/cold packs for 10 minutes
 - c) Flush with vinegar for 30 seconds
 - d) All of the above

Chapter 7 – Communications

- 1) There are three levels of listening. Which level should you aim at to be most effective?
- a) Non-hearing
 - b) Hearing
 - c) Listening and thinking
- 2) The image below show positive communication. True or false?



- 3) You should always carry a whistle on duty.
- a) True
 - b) False
- 4) Which of the following is NOT a form of graphic communication?



- a) Red and yellow flags



- b) Patrol uniform



- c) Deep water warning sign



- d) Code X signal

- 5) Conversational language is a form of which communication?
- a) Internal communication (within the organisation)
 - b) External communication (outside the organisation)
 - c) Formal communication
 - d) Informal communication

Chapter 8 – Radios

- 1) What is the correct position to hold a handset or microphone when speaking?
- a) Approximately 5cm from your mouth and in front of your mouth
 - b) Approximately 10cm from your mouth and in front of your mouth
 - c) Approximately 5cm from your mouth and to the side of your mouth
 - d) Approximately 10cm from your mouth and to the side of your mouth
- 2) Why should you never press the PTT button when another station is transmitting?
- a) You may receive an electric shock
 - b) You may interfere with the other station's transmission
 - c) You may damage the radio unit
 - d) All of the above
- 3) Call signs are used to uniquely identify each station on the radio network. How do you make contact with another station?
- a) Use their call sign three times, followed by your call sign once
 - b) Use their call sign twice, followed by your call sign once
 - c) Use their call sign once, followed by your call sign once
 - d) Use their call sign once, followed by your call sign twice
- 4) Why are prowords important to use when talking on the radio?
- a) This is the way it's always been done
 - b) To maintain a standard of communication that fits the professional image of lifesaving
 - c) To allow other agencies to understand SLS communications
 - d) Using a single word or phrase with a common meaning is a simple way of keeping transmissions short

- 5) What is the quickest way of performing a radio check to ensure your radio is working properly?
 - a) By turning it on and off and making sure all the parts are connected properly
 - b) By requesting a radio check with another station on the network
 - c) By asking someone else if they think the radio is working properly
 - d) By checking that the battery is charged and the unit is turned on

- 6) What information should be communicated to your base when a rescue is in progress and assistance is required?
 - a) Password, patrol, problem, people
 - b) Patrol, problem, people, progress
 - c) Patrol, position, problem, people
 - d) Position, problem, people, progress

- 7) What is the call sign you should use for an emergency to clear the network?
 - a) Rescue, rescue, rescue
 - b) Assistance required
 - c) [your club/service] rescue underway
 - d) SurfCom, SurfCom, SurfCom

- 8) What can you do if the radio network stops working?
 - a) Check that the radio is on and the correct channel is selected
 - b) Perform a radio check to ensure that the problem is not isolated to your radio
 - c) Change locations and try again
 - d) All of the above

- 9) Where should radio faults be recorded? Select all that apply
 - a) Incident report log
 - b) Radio log
 - c) Patrol log
 - d) First aid log

- 10) Where should radios be stored when not in use?
 - a) In the battery charging cradle
 - b) In the gear shed
 - c) In the club house
 - d) In the training room

Chapter 9 – Rescue techniques

Drowning patients

- 1) Which of the following describes someone at potentially higher risk of drowning?
 - a) A local surfer entering a topographic rip
 - b) A father and young child wading together in shallow water between the flags
 - c) A young man who has been drinking with his friends on the beach and is now going for a swim to cool off
 - d) All of the above

- 2) 'Climbing the ladder' is an expression that is applied to which kind of patient in trouble?
 - a) Distressed patient
 - b) Drowning patient
 - c) Injured patient
 - d) Non-swimmer
 - e) All of the above

- 3) Drowning patients are usually unable to call for help and are unable to support themselves in a position that maintains their air supply. Drowning can occur in as little as how many seconds?
 - a) 5 seconds
 - b) 10 seconds
 - c) 15 seconds
 - d) 20 seconds

- 4) Fatal drowning is death due to the process of experiencing respiratory impairment from submersion or immersion in liquid. What causes loss of consciousness in this process?
 - a) Water being inhaled
 - b) Lack of air
 - c) Lack of circulation of oxygenated blood
 - d) The casualty holding their breath

- 5) What treatment should all casualties suffering non-fatal drowning receive?
 - a) Referral to hospital for further treatment
 - b) Oxygen therapy
 - c) A shock administered by an AED
 - d) First aid

Rescue techniques

- 6) What are the key factors that will influence your course of action in performing a rescue?
 - a) The ability of your rescuers and the resources you have available
 - b) The numbers of patients and the distance they are from shore
 - c) The conditions at the time
 - d) All of the above

- 7) Using swim fins (flippers) during tube rescues greatly enhances the speed and efficiency of a tube rescue.
 - a) True
 - b) False

- 8) You have just finished your duty but you are still at the beach when you hear the mass rescue alarm. Should you report to the team leader?
 - a) Yes
 - b) No

- 9) What is the first thing you would do when faced with a mass rescue?
 - a) Signal Assistance required
 - b) Assess the priority of the patients
 - c) Make an Emergency Action Plan
 - d) Identify what equipment will be the most effective

- 10) Which casualty takes priority in a mass rescue situation?
- a) Three swimmers caught in a rip outside the flags
 - b) A person close to shore is yelling for help
 - c) A person close to shore is face-down in the water
 - d) A person beyond the break is frantically waving their arms above their head
- 11) If you don't have any rescue equipment available, what else could you use to assist you?
- a) An esky lid
 - b) Surfboard
 - c) A beach ball or football
 - d) Any of the above

Chapter 10 – Carries and supports

- 1) When would you use a two-person carry (trunk and legs)?
- a) Removing an unconscious or exhausted patient from the water or other danger
 - b) Carrying a patient who has been stung by a venomous marine creature
 - c) Carrying a patient who has injured themselves
 - d) Assisting a conscious patient out of an IRB
 - e) All of the above
- 2) When carrying a patient from an IRB, you should remove them from:
- a) The front end of the IRB
 - b) The rear end of the IRB
 - c) The left side of the IRB
 - d) Either side of the IRB
- 3) What are the main hazards of removing a patient from an IRB?
- a) The size of the patient
 - b) Not enough rescuers available to both steady the IRB and remove the patient
 - c) Oncoming waves
 - d) All of the above
- 4) Why is it important to stand to the seaward side of the RWC when removing a patient from the water?
- a) In case the RWC is affected by the shore break
 - b) To enable the rescuers to remove the patient clear of the sled
 - c) To make it easier for rescuers to access the patient on the sled
 - d) To allow the RWC operator to clear the surf zone quickly
 - e) All of the above
- 5) The two-handed seat is best used to carry which type of casualty?
- a) Unconscious casualty who is not breathing
 - b) Conscious patient with suspected marine envenomation
 - c) Conscious patient with a minor laceration on their foot
 - d) Conscious casualty complaining of a sore neck
 - e) Any of the above

- 6) In a two-handed seat carry, the rescuers should link arms under the patient's:
 - a) Shoulders
 - b) Thighs
 - c) Knees
 - d) Elbows

- 7) If a conscious, exhausted patient is too heavy for you and another rescuer to lift using the two-person seat carry, what carry could you use instead?
 - a) Spinal board carry
 - b) Rescue board carry
 - c) Two-person (trunk and legs)
 - d) Two-person drag

- 8) A two-person drag is best used to transport which kind of patient?
 - a) Conscious patient with suspected marine envenomation
 - b) Conscious patient who weighs more than the rescuer
 - c) Conscious patient with suspected spinal injury
 - d) Any of the above

- 9) The extended arm rollover is used in what circumstance?
 - a) To retrieve a casualty suspected of marine envenomation from the water
 - b) To turn a casualty who is lying face down in the water over while keeping their head immobilised
 - c) To keep a conscious casualty still while you wait for assistance to lift them out of the water
 - d) To check a casualty's breathing before you remove them from the water
 - e) Any of the above

- 10) The preferred method to transport a suspected spinal injury patient is:
 - a) A spinal drag carry
 - b) A three-person spinal carry
 - c) A spinal board carry
 - d) IRB assisted transportation

- 11) What is the optimal number of people required to assist with a spinal board carry (not including the person controlling the head of the patient)
 - a) One
 - b) Two
 - c) Three
 - d) Four

- 12) How should an unconscious breathing casualty with a suspected spinal injury be maintained while waiting for an ambulance?
 - a) On their back on the spinal board
 - b) On their side maintaining spinal alignment

- 13) Who should fit a spinal collar if one is available?
 - a) Anyone with an SRC
 - b) Anyone with a Bronze Medallion
 - c) Any member with a Senior First Aid Certificate
 - d) Only members who are Spinal Management award holders

- 14) The tray of an ATV is an ideal place to transport patients.
- a) True
 - b) False

Chapter 11 – Beach management

Patrol uniforms

- 1) The SLSA patrol uniform includes a patrol cap that is:
- a) Predominantly red
 - b) Predominantly yellow
 - c) Red and yellow quartered
 - d) White
- 2) The SLSA patrol uniform includes a long-sleeved shirt that is:
- a) Predominantly red
 - b) Predominantly yellow
 - c) Red and yellow quartered
 - d) White
- 3) The SLS patrol uniform includes shorts that are:
- a) Predominantly red
 - b) Predominantly yellow
 - c) Red and yellow quartered
 - d) White
- 4) Patrol members or employees must wear the uniform shorts unless:
- a) They are performing radio operations
 - b) They are standing at the water's edge
 - c) They are on duty in the first aid room
 - d) All of the above

Scanning procedures

- 5) Effective scanning involves lifesavers being able to:
- a) See the general movements of swimmers and numbers of patrons
 - b) Hear any unusual sounds and what other people are saying or doing
 - c) Notice any unfamiliar smells that might indicate an emergency
 - d) All of the above
- 6) When scanning your section of the beach you should:
- a) Use binoculars at all times
 - b) Move your head as well as your eyes
 - c) Ignore the areas outside of the flags
 - d) All of the above
- 7) Which focus technique involves using your peripheral vision while you are scanning?
- a) Fixed focus
 - b) Wide focus
 - c) Moving focus
 - d) Tracking

- 8) To avoid scanning fatigue lifesavers should:
- a) Regularly change their scanning focus
 - b) Avoid starting at the one spot
 - c) Regularly rotate their position with another patrol member
 - d) All of the above
- 9) When scanning as part of a team, it is good practice to position yourself that:
- a) Your scanning area overlaps slightly with the areas adjacent to you
 - b) You are available to help with crowd control during an incident
 - c) You can still see the person(s) supervising the adjacent areas to yours
 - d) All of the above

Scanning strategies

- 10) Which scanning strategy involves moving your focus from left to right starting on the horizon and working back towards your feet?
- a) Vertical scanning
 - b) Horizontal scanning
 - c) Letters
 - d) Tracking
 - e) Hotspots
- 11) Which scanning strategy involves focusing on a particular person in the water (such as a surfer or bodysurfer) and following their movement?
- a) Mental filing
 - b) Head counting
 - c) Tracking
 - d) Profile matching
 - e) Grouping
- 12) One way of monitoring groups of swimmers is moving your focus from one head to the next. What is this scanning strategy called?
- a) Mental filing
 - b) Head counting
 - c) Tracking
 - d) Grouping
 - e) Connecting the dots
- 13) Which scanning strategy involves moving your focus from left to right starting at the limit of your peripheral vision and concluding at the opposite end of peripheral vision?
- a) Vertical scanning
 - b) Horizontal scanning
 - c) Letters
 - d) Tracking
 - e) Hotspots

- 14) Which scanning strategy monitors any changes in groups of swimmers?
- a) Mental filing
 - b) Head counting
 - c) Tracking
 - d) Profile matching
 - e) Grouping

Policies and procedures

- 15) Where can you find a copy of the SLSA Water Safety Policy?
- a) The Members Portal
 - b) Your State Office
 - c) The SLSA website
 - d) All of the above
- 16) Which of the following items would NOT be covered in a Patrol Service Agreement ?
- a) The season(s) of the year services are provided
 - b) The times of day services are provided
 - c) The names and contact details of personnel on duty
 - d) How many personnel should be on duty
- 17) Where can you find a copy of your club's Standard Operating Procedures (SOPs)?
- a) Your club or service
 - b) SLS Members Portal
 - c) Your State Centre
 - d) All of the above
- 18) Reporting requirements are also covered by SOPs.
- a) True
 - b) False
- 19) SLS clubs and ALS services work closely with which other services?
- a) Police
 - b) Ambulance
 - c) Local doctor/s
 - d) Police and ambulance only
 - e) All of the above

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Assessment Task 5 - Learner Guide questions - Answer Sheet

Name:

Instructions to candidates: Please mark your response to the questions in the spaces provided by circling your chosen answer/s. Some answers will have more than one answer.

Introduction

- Q.1. a b c d
- Q.2. a b c d
- Q.3. a b c d
- Q.4. a b c d
- Q.5. True False
- Q.6. a b c d

Chapter 1 - Safety and wellbeing

- Q.1 a b c d
- Q.2. a b c d e
- Q.3. a b c d e
- Q.4. a b c d
- Q.5. a b c d e
- Q.6. a b c d
- Q.7. a b c d e
- Q.8. a b c d e
- Q.9. a b c d
- Q.10. a b c d

Chapter 2 - Surf awareness and surf skills

- Q.1. a b c d e
- Q.2. a b c d e
- Q.3. a b c d e
- Q.4. a b c d e
- Q.5. a b c d e
- Q.6. a b c d e
- Q.7. a b c d e
- Q.8. a b c d e
- Q.9. a b c d e
- Q.10. a b c d e

Chapter 3 - The human body

- Q.1. a b c d e
- Q.2. a b c d
- Q.3. a b c d
- Q.4. True False
- Q.5. a b c d
- Q.6. a b c d

- Q.7. True False

- Q.8. a b c d
- Q.9. a b c d
- Q.10. a b c
- Q.11. a b c d
- Q.12. a b c d

Chapter 4 - CPR

- Q.1. a b c d
- Q.2. a b c d
- Q.3. a b c
- Q.4. a b c d
- Q.5. a b c d
- Q.6. a b c d
- Q.7. a b c d e f
- Q.8. a b c d
- Q.9. a b c d
- Q.10. True False
- Q.11. a b c d
- Q.12. a b c d

Chapter 5 - Basic oxygen and defibrillation

- Q.1. a b c d
- Q.2. Yes No
- Q.3. Yes No
- Q.4. a b c d
- Q.5. a b c d
- Q.6. a b c d
- Q.7. a b c
- Q.8. True False
- Q.9. a b c d
- Q.10. a b c d

Oxygen therapy

- Q.11. a b c d
- Q.12. a b c d
- Q.13. a b c d
- Q.14. a b c d

Chapter 6 - First Aid

- Q.1. a b c d e f
 Q.2. a b c d
 Q.3. a b c d
 Q.4. a b c d
 Q.5. a b c d e
 Q.6. a b c d
 Q.7. a b c d
 Q.8. True False
 Q.9. True False
 Q.10. a b c d
 Q.11. a b c d e f
 Q.12. a b c d

Chapter 7 - Communications

- Q.1. a b c
 Q.2. True False
 Q.3. True False
 Q.4. a b c d
 Q.5. a b c d

Chapter 8 - Radios

- Q.1. a b c d
 Q.2. a b c d
 Q.3. a b c d
 Q.4. a b c d
 Q.5. a b c d
 Q.6. a b c d
 Q.7. a b c d
 Q.8. a b c d
 Q.9. a b c d
 Q.10. a b c d

Chapter 9 - Rescue Techniques

- Q.1. a b c d
 Q.2. a b c d e
 Q.3. a b c d
 Q.4. a b c d
 Q.5. a b c d
 Q.6. a b c d
 Q.7. True False
 Q.8. Yes No

- Q.9. a b c d
 Q.10. a b c d
 Q.11. a b c d

Chapter 10 - Carries and Supports

- Q.1. a b c d e
 Q.2. a b c d
 Q.3. a b c d
 Q.4. a b c d e
 Q.5. a b c d e
 Q.6. a b c d
 Q.7. a b c d
 Q.8. a b c d
 Q.9. a b c d e
 Q.10. a b c d
 Q.11. a b c d
 Q.12. a b
 Q.13. a b c d
 Q.14. a b

Chapter 11 - Beach Management

- Q.1. a b c d
 Q.2. a b c d
 Q.3. a b c d
 Q.4. a b c d
 Q.5. a b c d
 Q.6. a b c d
 Q.7. a b c d
 Q.8. a b c d
 Q.9. a b c d
 Q.10. a b c d e
 Q.11. a b c d e
 Q.12. a b c d e
 Q.13. a b c d e
 Q.14. a b c d e
 Q.15. a b c d
 Q.16. a b c d
 Q.17. a b c d
 Q.18. True False
 Q.19. a b c d e

SLSA BRONZE MEDALLION – FINAL ASSESSOR SIGN-OFF

PUA21012 – 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:	400m 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 - Learner Guide Questions	The candidates demonstrate the underpinning knowledge required to demonstrate their competence in the Bronze Medallion to an acceptable standard.		
6 – Run-swim-run	The candidate has a level of fitness and physical ability appropriate to perform lifesaving duties.		R-S-R time
7 – 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.		
8 – Patrol	The candidate can perform safely and effectively as a member of a lifesaving team on more than one occasion.		

The candidate has been fully assessed and is eligible to receive the SLSA BRONZE MEDALLION and the CERTIFICATE II IN PUBLIC SAFETY (AQUATIC RESCUE)



Chief Assessor's name: _____

Chief 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 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:		
▪ I received a full induction, addressing all of the items in the Bronze Medallion Training Manual checklist.	<input type="checkbox"/>	<input type="checkbox"/>
▪ I received all of the training required to prepare me for assessment.	<input type="checkbox"/>	<input type="checkbox"/>
▪ 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"/>
▪ I had an opportunity to discuss any special needs I have.	<input type="checkbox"/>	<input type="checkbox"/>
▪ 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:		
▪ 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"/>
▪ 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: _____ Date: / / 20		
(if 18 or over)		