



AUSTRALIAN LIFESAVING

**ACADEMY**

# **Learner Manual – Module 1**

Basic Beach Management



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## **Terminology**

The following terms are used throughout this manual.

**Progress Log** — to be used on the beach to sign off tasks completed that contribute to evidence of competency.

**Workplace documents** — completed logs, records and reports used in the normal completion of duties.

**Scenarios** — to be used during face-to-face training sessions for practice purposes and as both formative and summative assessment tasks.

**Lifeguard** — wherever the title 'Lifeguard' appears, the title 'Lifesaver' can be construed and vice versa.

**Lifesaving Service** — wherever the word 'Service' appears, the words 'Club', Lifeguard Service and Support Services can be construed and vice versa.

**Team Leader** — wherever the title 'Team Leader' appears, the title 'Patrol Captain' can be construed and vice versa.

**Duty** — wherever the word 'Duty' appears, the words 'Patrol' or 'Operations' can be construed and vice versa.

## Icons

The following icons (symbols) are used throughout this manual to indicate the types of activities you will be undertaking as you work through the module.



### **Course aims and objectives**

This icon is used to bring attention to the course aim and objectives.



### **Reading**

This icon indicates learners are required to undertake an individual reading task.



### **Individual Learning Activity**

This icon indicates that learners are required to undertake an individual learning task. This will usually involve the documenting of individual thoughts and ideas.



### **Group Learning Activity**

This icon indicates that learners are required to undertake a group learning task. Group activities may be completed in pairs, trios or larger groups.



### **Case study**

This icon indicates that learners are required to undertake an analysis of a particular case or scenario used as a basis for drawing conclusions in similar situations.



### **Remember this!**

This icon is used to recap important and critical issues or content that learners should pay particular attention to.



### **Assessment Activity**

This icon indicates that learners are required to undertake an individual assessment of their skills and/or knowledge. This may involve completion of a scenario, a set of multiple choice questions and/or an exam.



## Module introduction



The aim of this module is to prepare you for initial work as a Lifeguard, Team Leader, Duty Captain and similar roles, and is the first step in undertaking the Beach Management Program which will enable you to gain the Certificate III in Public Safety (Aquatic Search and Rescue) PUA31304.

Completion of this module is compulsory before you continue with the remaining modules of the Beach Management Program, and it is designed to expand on topics covered in the Bronze Medallion. The units of competency obtained on completion of the Bronze Medallion are also part of the Certificate III in Public Safety (Aquatic Search and Rescue) PUA31304, and are shown below.

## Prerequisites

To enter the Beach Management course you must already have achieved the units of competency shown in the table below.

For SLSA participants these competencies will usually have been completed as part of the SLSA awards:

- Bronze Medallion
- Senior First Aid (or equivalent).

Bronze Medallion	
PUACOM001B	Communicate in the Workplace
PUAEME001A	Provide Emergency Care
PUAOPE002A	Operate Communication Systems and Equipment
Senior First Aid	
PUAEME001A	Provide Emergency Care
PUAEME002B	Manage Injuries at Emergency Incident



**Note:** You do not need currency in the SLSA awards in order to be eligible for entry.



## **Course outcomes**

This module must be completed in order to undertake the remaining modules of the Beach Management Program:

- Module 2 — Beach Team Management
- Module 3 — Beach Safety and Risk Management
- Module 4 — Community Relations
- Module 5 — Beach Operations Management.

At the completion of all five modules and associated assessment tasks, you will gain the nationally-recognised qualification Certificate III in Public Safety (Aquatic Search and Rescue) PUA31304.

Refer to the Beach Management Course Format document for further details of the whole course.

## **Module outcomes**

Completion of this module will enable you to:

- identify your beach management responsibilities
- identify the responsibilities of others in related roles
- identify and use relevant regulations and legislation
- be responsible for your own safety
- be responsible for the safety of others
- operate communication equipment
- follow operating procedures.

Your Facilitator will customise this module to suit your environment by drawing on your state and local legislation and your organisation's specific standard operating procedures.

## **Your current knowledge and skills**

You may already have some of the knowledge and skills required to complete this module. However as this module is compulsory, use the time to reflect on your practice as a Lifeguard and to identify where and how you may be able to be more effective in this role. Also use participation in this module to share your experiences with others.

You may be eligible for recognition of your current knowledge and experience towards the remaining modules in the Beach Management Program.



## **What you need to complete this module**

You need:

- this learner manual
- access to logs from your beach
- access to your local operating procedures
- access to other relevant documentation.

## **How to use this learner manual**

- This module will be delivered using a variety of strategies for learning.
- Read through the manual carefully. The topic areas cover the knowledge and skills required to complete this module and to prepare you for the remaining modules.
- Work through the information and complete the activities.
- You will be supported by your Facilitator/Assessor who will show you the correct way to do things.
- There will be opportunities for you to ask questions and seek guidance while working through the manual.
- On completion of the manual you will be asked for your feedback.



## **Topic 1 — Where do I fit within the organisation?**

### **Introduction**



This topic will help you to answer the following questions.

1. What are my responsibilities?
2. What are the responsibilities of others in related roles?
3. What are the limits of my responsibilities?
4. How do I call on others?

In all organisations there is a hierarchy — sometimes called a chain of command. This is the framework that enables organisations to work effectively and for people who work within those organisations to know:

- who they are responsible to
- who is responsible to them.

Let's explore this further.

### **Your role**

Think about your role on the beach. Are you a Team Leader, Duty Captain, Lifeguard, Duty Officer, Club Captain?



### **Individual Learning Activity**

Complete the following table in relation to your role.



<b>What tasks do you perform in your role?</b>	<b>Who do you report to?</b>	<b>Who reports to you?</b>

### **What does this mean for you?**

Whatever your role, it is one of responsibility to yourself and others. Your responsibility is one of safety for all in your team, not only yourself. You could consider your major tasks to consist of:

- prevention
- recognition
- rescue.

These terms cover such activities as:

- advising the community of surf awareness principles (dangers, swimming on duty-led beach, remaining between red/yellow flags, what to do if they are in trouble, staying away from board rider areas, listening to warnings from lifeguards)
- recognising that someone is in need of assistance
- participating in a rescue if necessary
- initiating a rescue when necessary



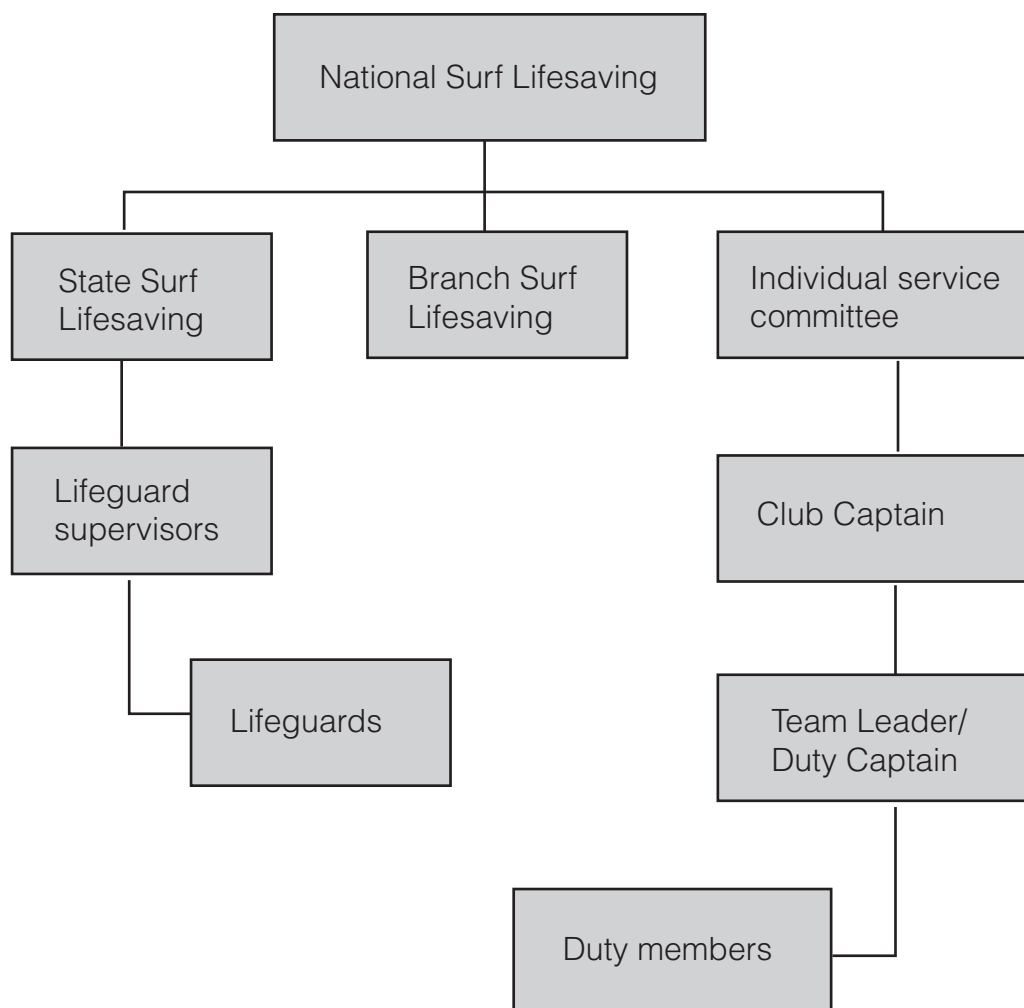
- reassessing the beach for safety and reallocating flags and signage as necessary
- assessing the beach for danger and closing the beach if necessary
- reassessing weather conditions.



**Remember:** While on duty be diligent in observing the changing beach conditions.

### Example of an organisational chart

How is your organisation structured? Where do you fit in?  
Would the structure below be typical within your organisation?





### **Individual Learning Activity**

Consider the previous discussion and your particular beach. Draw a diagram which indicates the structure of your organisation.

Start here:



### **Group Learning Activity**

- Compare your diagram with a partner.
- Is there a difference? If so, why?



**Remember:** Ensuring the safety of yourself and others is important. Knowing what to do and who to go in emergency situations is crucial.

## **Performing your duties**

In performing your duties you should:

- strive for neatness and pride in your uniform and when on duty
- be professional and vigilant at all times
- behave in a manner that represents your service, Surf Life Saving and governing authorities
- call on others for assistance when required
- have zero tolerance of skylarking and dangerous behaviour
- operate rescue equipment responsibly and in the manner that is intended
- be polite and courteous when dealing with the public, the media and other organisations
- report any incident as soon as possible
- be patient when addressing the public, especially overseas visitors, and provide all reasonable assistance in the community when requested
- be prepared to answer questions on surf lifesaving
- aim for a win/win situation if conflict occurs
- change your approach in dealing with the public from 'Don't' to 'There is a strong rip in this area; it's dangerous to swim here. See it over there with the discoloured water?'
- follow reasonable directions from Team Leaders and leaders from other organisations who have the appropriate authority
- treat volunteers, internal staff and those of other organisations with courtesy and be sensitive to their rights and responsibilities
- excessive alcohol, smoking or drug abuse represents unacceptable behaviour
- when exercising your duties on the beach, alcohol, smoking or drug abuse is not permitted.



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You have an important role while managing the beach and within this role you are to abide by a Code of Conduct. A Code of Conduct specifies appropriate behaviour in the workplace. You are expected to perform your duties with efficiency, fairness, impartiality, integrity, honesty and compassion. The Code of Conduct seeks to clarify for you the conduct expected while performing your duties.

Below is an extract from Surf Life Saving Australia's (SLSA's) Code of Conduct. How does your organisation's code differ?



#### **Code of Conduct — SLSA Policy 6.5 Oct 2005**

##### **D1. Surf Life Saving Team Leader code of conduct**

An SLSA Team Leader (e.g. Patrol Captain, ORB Skipper, etc.) will:

- i. agree to abide by the code of conduct
- ii. be responsible for the overall safety and well-being of the members of the patrol
- iii. maintain a 'duty of care' towards team members, an accountability for the management of the team and a responsibility for the actions of the team members
- iv. have a sound knowledge of SLSA policies, responsibilities and lifesaving techniques, and ensure that the conduct of the patrol is in accordance with these policies and guidelines
- v. foster a collaborative approach to the management of the patrol.
- vi. treat the general public with respect and communicate with them in a professional manner
- vii. be a positive role model for surf lifesavers and SLSA.

##### **D2. Surf Life Saving Team Manager Code of Conduct**

An SLSA Team Manager will:

- i. agree to abide by the code of conduct
- ii. be responsible for the overall safety and well-being of team members and officials when travelling with a team
- iii. maintain a 'duty of care' towards team members and an accountability for the management of the team
- iv. have a sound knowledge of SLSA policies, responsibilities and competition rules, and ensure that the conduct of the affairs of the team is in accordance with these policies and guidelines
- v. foster a collaborative approach to the management of the team
- vi. be a positive role model for surf lifesavers and SLSA.







In small groups discuss the case study below and answer the questions.



**Case study**

You are the leader of a team of Lifeguards who are patrolling the area between the flags. A member of the public comes running to you holding a mobile phone. The person on the other end of the phone is at another beach location 2km to the north of your patrolled location on the same stretch of beach. This person is observing two people in difficulty in a rip.

1. What steps would you take to manage this situation?

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2. What factors would influence your decision as to whether or not you were able to respond?

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3. If you could not respond, how would you contribute to the safe recovery of these people in difficulty?

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### **Skills and knowledge for your role**

In your role you need many skills and attributes backed by knowledge. You are required to be a:

- leader
- manager
- organiser
- planner
- motivator.

How you do all this is underpinned by:

- operating instructions
- policies and procedures
- legislation
- regulations.



### **Individual Learning Activity**

What knowledge and skills do you bring to your role?

List here.

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Keep this list to refer to as these areas will be covered in more detail in Topic 2.



## **Topic 2 — Relevant legislation, policies and procedures**

### **Introduction**



This topic will help you to answer the following questions.

1. How do I apply relevant regulations and legislation while managing the beach?
2. How do I apply relevant organisational policies and procedures while managing the beach?

From your experiences as a Lifeguard you will understand a range of beach management practices. It is your responsibility to apply these on the beach. Now that you are taking on a leadership role it is also your responsibility to ensure your team applies them.

SLSA has a number of policies and guides relating to OH&S which can be accessed from the SLSA website [www.slsa.com.au](http://www.slsa.com.au) — OH&S Policy.

Other relevant policies and procedures can also be accessed from the SLSA website [www.slsa.com.au](http://www.slsa.com.au) or from your state/territory branch or the beach you work at.

*The Local Government Act* also determines what authority and jurisdiction you have to operate within. These can be accessed at your relevant local government site.



### **Individual Learning Activity**

#### **Self-assessment — Part A**

The table below lists some of the types of regulations, Acts and policies you need to know and apply. See how you go answering the questions at the top of the table.

This activity is for personal reflection.



<b>Have you accessed the following?</b>	<b>Yes</b>	<b>No</b>	<b>If not, did you know they existed?</b>	<b>Yes</b>	<b>No</b>
OH&S policies and procedures					
OH&S regulations and Acts					
Local operations procedures					
<b>SLSA Policy on:</b>					
Sun safety					
Sterilisation of equipment					
Manual handling					
Stress					
Personal protective equipment (PPE)					
Notification of incidents					
Child protection					
Standard operating procedures					
Australian Standard Water Safety Signage 2416					
Specific State, Territory and Local Acts					







### **Group Learning Activity**

In small groups or pairs discuss the following.

What would you do in the following situations? Are these situations covered in any written policy or procedure?

1. You have insufficient team members for duty.

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2. You are on duty where there are very dangerous conditions or dangerous marine creatures which require you to close the beach.

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3. While on duty a fierce electrical storm is approaching.

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4. One of your team members is not in uniform.

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5. A team member reports for duty with their arm in a sling.

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6. Your power craft operator is driving fast and close to swimmers in a dangerous manner.

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## **Equity, discrimination and anti-harassment**

Harassment and discrimination on any grounds are not acceptable whether or not this relates to volunteers, staff of the service, members of the public or members of other services.

Organisations have specific policies relating to these areas. Below is an extract from *SLSA Policy 6.5 October 2005 — Member safety & Wellbeing*. How does your organisation's policy compare?

### **1.1 Equity, Discrimination and Anti-Harassment Policy**

The aim of SLSA's equity policy is to promote an environment in which all individuals are treated with respect and dignity. The issues of social justice, equal opportunity, discrimination and harassment are important to SLSA and the awareness of them will be promoted at club, branch, State/Territory and national levels.

SLSA believes:

- i. social justice is about ensuring all people — whether members of SLSA or the community — receive a 'fair go'
- ii. equal opportunity is about ensuring every person is treated the same and has a similar chance to participate or receive SLSA services and products. Equal opportunity strategies also permit the introduction of special initiatives to ensure participation or receipt of SLSA services and/or products
- iii. SLSA views any detrimental form of discrimination as serious and something that must be eliminated
- iv. harassment is offensive, humiliating and intimidating and is counter-productive conduct in the SLSA environment, and may occur in relation to a person's sex, race, religion, age, disability (see SLSA policy 6.3), pregnancy, marital status and sexual preference.

In support of social justice for all, SLSA will treat all complaints of discrimination and harassment seriously, and will ensure complaints are dealt with promptly, impartially, and confidentially. If discrimination and/or harassment is found to have taken place, appropriate action will be taken.



## **SLSA Equity Policy**

The purpose of the SLSA's Equity Policy is to set out strategies for dealing with issues of social justice, equal opportunity and discrimination. The Equity Policy is to be read in conjunction with SLSA's *Procedures for Dealing with Harassment*.

### **Harassment is defined as unwelcomed and unreciprocated behaviour.**

Generally it is a comment, conduct, or gesture directed toward an individual or group of individuals, which is insulting, intimidating, humiliating, malicious, degrading, or offensive.

Unlawful harassment is behaviour that is unwelcomed and unreciprocated and that contravenes the *Anti Discrimination Act*. The Act covers the following areas:

- sex
- race
- religion
- age
- disability
- marital status
- homosexuality
- transgender
- pregnancy.

Types of physical harassment may include:

- i. body gestures
- ii. invasions of personal space
- iii. shoving/pushing
- iv. fighting, punching, kicking, slapping etc.

Types of verbal harassment may include:

- i. name calling
- ii. using offensive language or threatening others
- iii. slander (mischievous remarks about people not present)
- iv. using aggressive and intimidating tones when speaking to others.

Sometimes the harassment may take the form of written or photographic material which is offensive and may include:

- i. written notes which contain offensive comments or language
- ii. graffiti
- iii. pornographic literature or materials.



### **Group Learning Activity**

In small groups review and discuss the following case studies. As you discuss each one try to agree if they represent harassment and if the harassment could be considered as unlawful. Be prepared to discuss and justify your answers.



#### **Case study**

1. Tony walks into the locker room after the Sunday surf race. Philip and Mathew are talking about the Greek shopkeeper across the road. Philip makes a number of derogatory remarks about Greeks and Mathew reciprocates.

Is this harassment? Yes or No. Why?

Answer:

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Could it be unlawful harassment? Yes or No. Why?

Answer:

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**Case study**

2. Rebecca, a new SRC candidate, turns up for her first duty. She is looking forward to her first day as a Lifeguard. Upon arriving she is given a kit with a uniform and a diary. When she opens her kit she notices that her shirt has 'Danger new lifesaver' written on the back in thick marker. Her Team Leader tells her not to worry 'it happens to all the new recruits, it will come out in the wash'.

Is this harassment?

Answer: Yes or No. Why?

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Could it be unlawful harassment? Yes or No. Why?

Answer:

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**Case study**

3. Mike, along with four other members, is changing into his uniform at the start of the morning duty. Grant, the IRB driver, notices that Mike has a new nipple ring. He points and laughs while asking Mike out loud if he is gay.



Is this harassment? Yes or No. Why?

Answer:

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Could it be unlawful harassment? Yes or No. Why?

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**Case study**

4. Scott, the duty vice captain, has just returned from the SLSA indigenous lifeguard program. Sally the team leader yells out ‘Hey Scott, nice to see you back. Where have you been, on walk about?’ Scott smiles and walks over to get his uniform.

Is this harassment? Yes or No. Why?

Answer:

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Could it be unlawful harassment? Yes or No. Why?

Answer:

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**Case study**

5. Mario has just been promoted to team leader; he has decided to celebrate by holding a BBQ at his home following the afternoon patrol. He's invited all of his patrol to attend, everyone except Lyn. Lyn has a slight speech impediment and Mario finds it hard to communicate with her in conversations.

Is this harassment? Yes or No. Why?

Answer:

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Could it be unlawful harassment? Yes or no. Why?

Answer:

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## **Correct procedures for dealing with harassment**

All organisations should have procedures in place for dealing with complaints.

An example of SLSA's procedure is shown below.

Any complaints about breaches of SLSA's Equity Policy will be dealt with seriously, confidentially and quickly. The purpose of a harassment procedure is to make sure any offending behaviour stops, without reprisals against anyone making a complaint. Where disadvantage has occurred, the matter should be put right, as far as possible to the satisfaction of the complainant (that is, the person making the complaint). If harassment is found to have taken place, disciplinary action may be taken.

The first step — if at all possible — is for the person who feels harassed to make it clear to the person doing the harassing (the respondent) that they want the offending behaviour to stop.

They should tell the person concerned what specific behaviours they find offensive and, where possible, why.

If this does not resolve the situation, or the victim feels unable to do this by themselves (or at all), they should discuss the problem with one of the contact officers. If the issue cannot be sorted out, a formal complaint should be made.

The second step — a State Grievance Officer will be identified publicly as the person to whom complaints may be made. Their job is to make sure that all members and employees have reliable and immediate information about SLSA's procedures for dealing with harassment and the complainant's options for dealing with a complaint.

If the complaint is not resolved and if a complainant wants to take the next step, refer the complainant to the next stage of SLSA's procedure, (referral to the National Grievance Officer), or advise the complainant about his or her other options.

## **Beach management perspective**

Local and state regulations vary across Australia but still affect how you manage the beach. It is very important that you are aware of the legislation that affects your area. If for some reason you are operating in an area outside of your region be sure to check for any variation in the by-laws and regulations that you need to apply.



Legislation (or 'statutory law') means laws and Acts which have been enacted by a governing body.



### **Group Learning Activity**

In small groups or pairs:

- read the following scenarios and decide what action you would take in your region
- identify what the relevant by-laws or regulations would be that affect the situation.

1. You observe a person walking a dog on a lead along the beach in the swimming area. There are signs displayed that prohibit dogs on the beach at the entry point to the beach. Are they committing an offence?

Relevant legislation (where applicable):

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What action would you take?

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2. You observe a person carrying out a serious assault on another person. The person who committed the assault enters a toilet area with no other exits or windows. Discuss your options.

Relevant legislation (where applicable):

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What are your options?

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3. Is it an offence to remove or damage signs erected by the council? If so, what can you do if you observe this happening?

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Relevant legislation (where applicable):

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4. You are informed by a number of people that a male person is exposing himself to young girls near the rocks at the end of the beach. Do you have the power to arrest him? How would you handle this situation?

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Relevant legislation (where applicable):

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5. A board rider is constantly re-entering the swimming area marked by the red and yellow flags. Outline possible options and apply any relevant regulations/by-laws with the action you take.

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Relevant legislation (where applicable):

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As the manager of the beach you will be placed in many different situations where you will need to make decisions.

At all times the safety of yourself and others is a major consideration. How to identify risks and hazards and how this applies in the beach context is discussed in Topic 3.



## **Topic 3 – Introduction to safety and risk on the beach**

### **Introduction**



This topic will help you to answer the following questions.

1. What is my duty of care?
2. What is my responsibility for personal protective equipment (PPE) for myself and others?
3. How do I identify risks and hazards?

While completing the Bronze Medallion you were introduced to:

- your personal duty of care
- the use of PPE
- identifying risks
- risk management.

The topic in this introductory module will expand on that information from the beach management perspective and in prepare for the completion of Module 3 of the Beach Management course.

### **Duty of care**

Duty of care means accepting responsibility for the health and safety of people in the workplace. It applies to employers, employees and volunteers.

Clubs, services and you as a Lifeguard have a duty of care while on the beach. This duty of care is not only to you but to others.

The following is an extract from Legal Aid Queensland.

**Duty of care:** An obligation to take reasonable care to avoid causing foreseeable harm to another person or their property.

#### **Negligence and duty of care**

The law of negligence imposes a duty of care upon a person to take reasonable care to avoid causing foreseeable harm to another person or their property. To be successful in a claim for negligence a person must show that another person:

- owed them a duty of care
- has breached that duty of care and
- that the person claiming has suffered some loss as a result of this which was foreseeable.



The law of negligence is extremely wide in its application and is not limited to these examples. A person who wishes to know whether they have a claim based in negligence should seek legal advice because strict time limits apply to claims; a person should seek legal advice promptly.



### **Group Learning Activity**

In small groups answer the following questions.

1. In your role what is your duty of care to the public and team members?

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2. How do you go about applying this duty of care?

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3. What challenges do you face while applying your duty of care?

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## **Personal protective equipment (PPE)**

PPE is important not only for your protection but for the protection of others. It is your responsibility to ensure that team members are aware of where PPE is stored and in what circumstance, and how, it is to be used. It is your responsibility that appropriate PPE is provided to suit the circumstances and to supervise and train your team in its use.

It is then the team members' responsibility to use/wear the PPE that has been provided.



### **Group Learning Activity**

In small groups or pairs, read the following scenarios and answer the questions.

1. A Lifeguard on an outpost fails to take PPE such as a pack of gloves and masks along with rescue equipment. What implications does this have and what steps should he take to ensure his and others safety?

Steps:

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2. While a member of your team is performing CPR you notice the appropriate PPE is not worn. What would you do? What is the appropriate PPE?

Steps:

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Appropriate PPE:

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3. What steps are taken to sterilise equipment? Whose responsibility is this task?

Steps:

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Who's responsibility?

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4. List the various items of PPE used while on duty.

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### **Identification of hazards and risks**

Wearing and maintenance of PPE is a risk management strategy. Therefore, identified instances of incorrect use of PPE should be rectified.

The identification of any hazards and risks is important for the safety of all.



### **Group Learning Activity**

There are several new members in your team and your task is to explain to them the difference between a hazard and a risk and provide examples in the beach environment.

1. How would you explain a hazard? What examples could you provide?

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2. How would explain a risk? What examples could you provide?

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3. What would you say are the more 'common' dangers?

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4. A team member reports for duty under the influence of alcohol. Is it a hazard or a risk? What can you do? How would you handle this situation? What documentation do you need to complete?

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**Note:** You should be vigilant and look for more than the obvious dangers.



**Note:** Hazards include all potential sources of injury or damage to property or the environment, including identified and potential hazards to people, equipment or the environment. An example might include the presence of marine stingers or large surf.



**Note:** Risk is the likelihood of injury or damage occurring and the potential consequences of any injury or damage. For example, risks could include injury to team members due to lack of experience using safety equipment.



## **Group Learning Activity**

### **Part A**

In pairs, draw a flow chart of the steps, or make a list of the steps, you would take to identify a hazard.

Start here:

### **Part B**

If a hazard is identified what documents/forms are completed?

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## **Signage**

Previous training undertaken and the *SLSA Training Manual* introduced you to the use of signs as a method of communication. You use symbols often to communicate with the public and with each other in the event of a rescue situation.

You need to be aware of the State/Territory and local operating procedures regarding the use of signs. *The National Aquatic Recreational Signage Style Manual* provides a guide to a best practice signage system.



### **Group Learning Activity**

In small groups answer the following questions.

1. What are the beach signs used for?

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2. List some of the common signs you use and their purpose.

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## **Drowning prevention**

### **The drowning chain**

The drowning chain is an internationally recognised model; developed by Surf Life Saving that identifies four (4) causal factors associated with drowning and beach safety. It is a framework designed to assist strategic development and corresponding actions.

#### **1. Ignorance, disregard or mismanagement of danger**

Intervention at this stage is the most successful way of breaking the drowning chain. Beach safety education can reduce the risk, thus minimising incidents and fatalities. Where possible, SLSA aims to prevent incidents, through education and early intervention.

#### **2. Uninformed or unrestricted access to the hazard**

The second way to counter the second link in the drowning chain is by denying access to hazardous areas and/or providing warning of hazards through nationally recognised clear and informative signage.

#### **3. Lack of supervision or surveillance**

The provision of services and surveillance has extended over the years to not only include traditional flagged beach areas but also rescue water craft, helicopter services and most recently camera and emergency alarm systems.

#### **4. Inability to cope once in difficulty**

This is the final link in the drowning chain and if the casualty has bypassed the other three links, then rescue by another person or self rescue are the only options remaining.<sup>1</sup>



### **Group Learning Activity**

In small groups review and discuss the drowning chain above.

Discuss:

1. Provide examples of how intervention might occur.

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2. How do you deny or restrict access to hazardous areas?

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3. What type of surveillance have you used and how?

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4. Provide examples of when stage four of the model has occurred.

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## **Topic 4 — Introduction to communication for effective beach management**

### **Introduction**



This topic will help you to answer the following questions.

1. What is my role in conducting briefings and debriefings?
2. How do I communicate with my team and the public?
3. What networks do I need to be effective in my role?
4. How do I manage the flow of information?

All of us communicate in one way or another but effective communication is an essential component of your role in the workplace, in this instance the beach. It plays a vital role in liaising with the public, team members and in forming networks.

### **Communication**

Communication plays an important role in enabling you to effectively manage the beach. Communicating is a skill that can be practised and learnt. There are tools that assist you to communicate on the beach, such as radios, public address systems and phones, but ultimately the process of communicating is important.

Communication is a two-way process that involves:

- listening
- questioning
- giving and receiving feedback
- clarifying.

While managing a beach you might use your communication skills to:

- provide instruction to team members
- complete workplace documents such as logs
- coordinate and participate in an emergency situation
- talk to members of the public
- provide information to others — whether it is in a verbal or written form
- read information, procedures and instructions
- complete tasks alone or in groups.

It may be worth remembering there can be many people involved in the communication process which could have an impact on the effectiveness of the process. The correct use of language is an important aspect. You should think about:

- what is it that needs to be communicated



- who is it being communicated to
- what is the best method to communicate the message?

Core interpersonal skills consist of:

- clear communication
- assertiveness and empathy
- integrity
- encouragement and motivation
- respect for others
- ability to be a team player and work effectively with others.



### **Individual Learning Activity**

Take some time to think about the following in regard to how you communicate. Draw on your experience as a Lifeguard.

1. Do you think you communicate more effectively verbally or in writing? Does this affect you in your role? Why, why not?

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2. How do you confirm that a message you have sent or received has been understood?

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3. How do you show someone that you have understood their message?

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4. What problems may arise from messages passed verbally?

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5. When would written communication be preferable to verbal communication on the beach?

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### **Using a public address (PA) system**



#### **Group Learning Activity**

In small groups think about your beach environment and discuss the following.



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1. What type of PA system do you operate?

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2. Can all your team members operate this system? If not, why not?

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3. Is there a communication protocol that should be used? If so, explain what it is.

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4. You are required to warn board riders that they are riding within the flagged area. You will use the public address system to do this as some are ignoring warnings from the beach. Prepare what you would say.

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5. What other situations can you use the PA system for?

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### **Briefing and debriefing**

In your role you are required to have the knowledge and skills to manage and conduct briefings and debriefings. You need to be familiar with the State/Territory and local procedures for conducting a briefing and debriefing. This requires a mix of different skills, such as organising, problem solving, decision making and communicating.

You are required to:

- prepare for the briefing
- collect and disseminate any information
- conduct and manage the briefing
- debrief after any incident and at completion of the day
- maintain relevant records.



### **Group Learning Activity**

In small groups discuss and answer the following questions.

1. What are some of the reasons for conducting a briefing?

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2. How would you prepare for a briefing?

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3. Choose one of the following areas and identify what policies and procedures you might need to refer to in your briefing:

- prior to duty
- changes to beach conditions
- emergency situations.

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## **Debriefing**

There are three different types of debriefing:

- one-to-one hand-overs (non-incident) at the end of a shift — this can also be viewed as a briefing for the incoming shift
- operational debriefs at the end of an incident or campaign
- critical incident debriefs, for managing acute stress situations.

Communication and interpersonal skills play a vital role in this activity as there may be situations where referral is advisable.



### **Group Learning Activity**

In small groups or pairs, read the following scenarios and answer the questions.

1. While on duty you observe a swimmer in difficulty. You give instructions to team members as to the assistance required. One team member failed to follow instructions.

What could have been the reason for this occurring, from a communication perspective?

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Is there anything you can do?

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What steps would you take?

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2. Your team members have completed a major rescue. List what you would cover in the debrief.

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## **Managing information**

*The Pocket Macquarie Dictionary* defines information as ‘knowledge given or received concerning some fact or circumstance’.

Plain English makes the process of giving information and receiving feedback easier and therefore more effective and efficient. Information can be given and received in a number of ways; verbally or in writing.

In your role you are required to undertake certain tasks:

- maintain logs
- complete incident reports
- verbally pass on information
- receive and pass on information from supervisors and team members.

The way this is done may vary from beach to beach but there is a requirement to manage and maintain this information.

In some instances records can be used for legal purposes so the accuracy of all records is important.

Think about three key principles that enable effective information management:

1. efficiency — ease of understanding; choosing the correct method; plain English
2. equity — being able to understand the information and who it applies to and how it applies; whether it is necessary to take any action; who has access to the information
3. effectiveness — what is the purpose of the information; is it well organised; does it meet the needs of the organisation and others; is it in plain English?

The key principles enable the flow of information to be consistent and efficient and effective.

## **Privacy and confidentiality**

There are laws that need to be adhered to regarding privacy and confidentiality. Your organisation will have procedures governing your role within these laws.



Principally, privacy is the ability of an individual or group to keep their lives and personal affairs out of public view, or to control the flow of information about them.

Confidentiality relates to the duty to maintain confidence and thereby respect privacy. For you it's about ensuring that information is accessible only to those authorised to have access.

## **Networking**

Networking is more than knowing someone to have a 'chat' with. It's all about developing and maintaining relationships that will assist you to effectively manage the beach.



### **Individual Learning Activity**

Complete a diagram of your network in the space on the next page, starting with you in the middle.

- Draw around you all the individuals or groups that you interact with to do your job on the beach.
- Write down, beside each, how you believe this person/group is able to help you.
- Retain your diagram to take with you to Module 4 — Community Relations.



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Your network:

Think about:

- who do you need to build a stronger relationship with?
- who is not in your network that should be?



## **Topic 5 — Operating Procedures**

### **Introduction**



This topic will help you to answer the following questions.

1. What are the set up, on-duty and post-duty procedures I need to follow?
2. How are resources, human and equipment, allocated safely?

The position of Lifeguard carries great responsibility including the responsibility for following procedures for duty and allocating resources.

### **Following procedures while on duty**

Your role is to ensure that your environment is ready and maintained for duty. This involves adhering to organisational procedures. These procedures may vary according to the environment. You must know and understand what these procedures are and your role in implementing them.

In this instance we will explore:

- setting up for duty
- finalising duty
- dealing with difficulties while on duty.



### **Group Learning Activity**

In small groups identify the following.

1. What is the procedure for setting up your team and the beach?

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2. Is there anything that can go wrong? List some examples.

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3. What would you do if your team was short of members?

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4. How do you finalise duty for the day?

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5. Is there anything that can go wrong? List some examples and how you would respond to these contingencies.

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6. What would you do if you were nearly packed up, some of the team members had already left and there was an emergency? Outline the steps you would take to manage the situation.

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### **Individual Learning Activity**

Using the duty procedures you and others brought to the session, decide what resources, human and equipment, were used to:

1. set up the duty

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2. finalise the duty

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3. deal with difficulties identified

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4. to manage the situation in question 5 in the previous activity.

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## **Duty operations**

When considering allocating tasks on the beach, it is important to ensure surveillance is being carried out by all team members.

Team members' surveillance priorities are set out below.

### **Primary surveillance**

1. Aquatic activities between flagged areas (in swash, inner surf zone and breakers).
2. Aquatic activities 200m either side of flagged areas (in swash, inner surf zone and breakers).

### **Secondary surveillance**

1. Activities occurring in the wave zone and beyond.
2. All other beach-based activities.<sup>2</sup>



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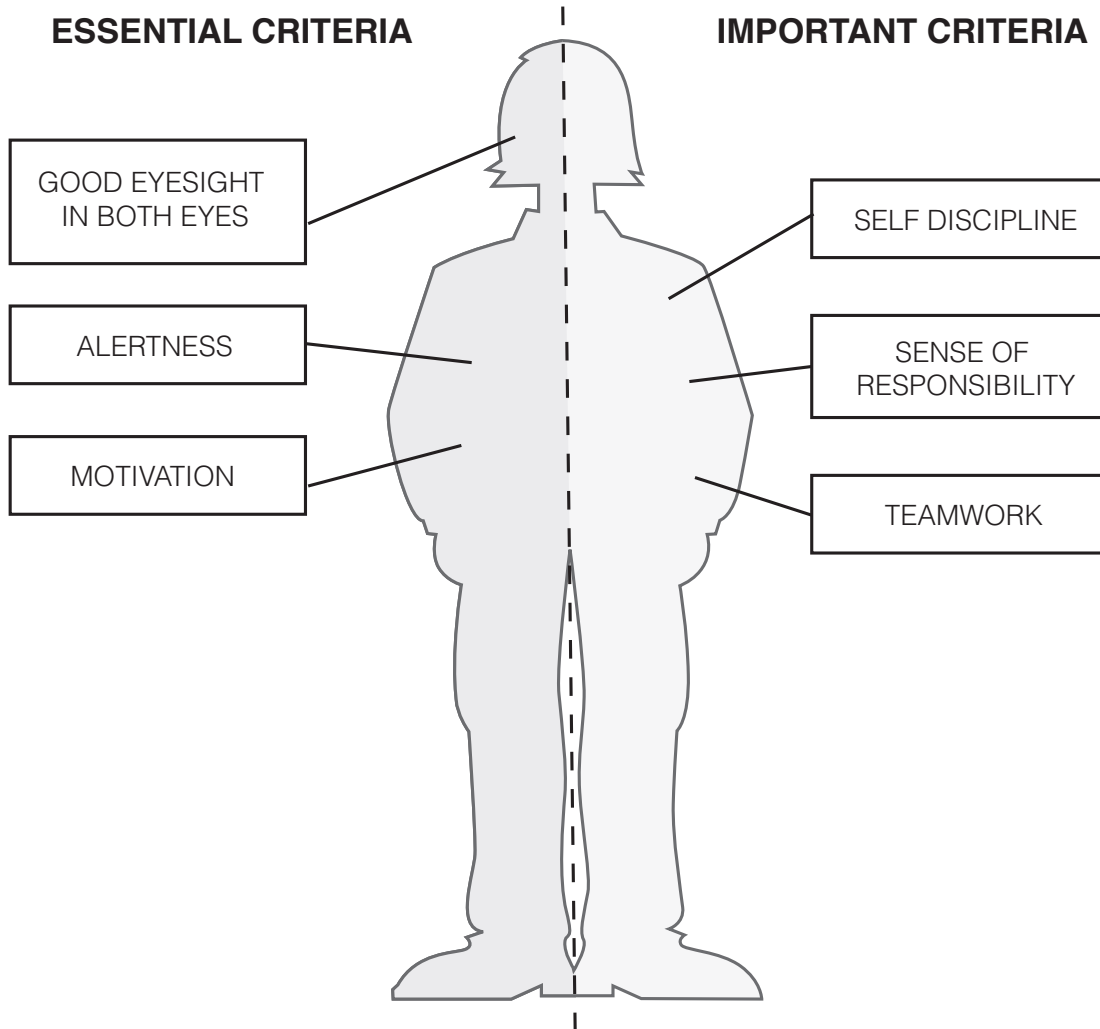
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The table below highlights types of users on beaches and the activities they partake in.

Type	User	Location
Passive	Sightseer, tourist	Road, car park, lookout
Passive-active	Sun bakers, picnickers and beach sports	Dry beach
Active	Beachcombers, joggers	Swash zone
Active	Fishers, swimmers	Swash, inner surf zone
Active	Surfers, water sport	Breakers and surf zone
Active	Skis, kayaks, windsurfers	Breakers and beyond
Active	IRBs, boats and other power craft	Beyond breakers

Source: Australian Beach Safety Management Program, A. D. Short (ABSAMP — available via SurfGuard)

## Criteria for effective surveillance<sup>3</sup>



**Figure 1.1** The essential and important criteria required to perform effective surveillance



## **Ensuring effective surveillance**

It is important that as Team Leader you ensure:

- team members have frequent breaks
- whole area is part of the surveillance
- training in surveillance techniques has occurred
- team members can make decisions, including calling for assistance as required.

Your role as Team Leader is an important one for your safety and the safety of others.

The role brings a broad range of responsibilities and this module is only the starting point in identifying and discussing the many facets of the role.



### **Individual Learning Activity**

#### **Module self-check**

At the completion of this module, take ten minutes to review your learning.

Complete the self-check on the following page and further your knowledge and skills by enrolling in and completing the remaining modules.



Can you?	Yes	No	Need to do additional research
<p>Explain your role within your organisation (beach).</p> <p>Explain your responsibility regarding equity and harassment?</p> <p>Explain the role of others such as Duty Officer?</p> <p>Know who to refer to for assistance if and when required?</p> <p>Know your responsibilities and duty of care.</p> <p>Explain the difference between a hazard and a risk.</p> <p>Identify and use relevant legislation.</p> <p>Identify and use relevant operating procedures.</p> <p>Use a variety of communication strategies.</p> <p>Effectively liaise with others.</p> <p>Effectively develop and maintain networks.</p> <p>Manage information as per your organisation's requirements.</p>			

## Endnotes

<sup>1</sup> Adapted from *Drowning Prevention Strategy*, New South Wales Surf Life Saving

<sup>2</sup> Adapted from *Surf Life Saving Queensland Patrol Operations Manual 2006-2007*

<sup>3</sup> Supplied by Life Saving Victoria



## **Notes**