Advanced White Water Safety

Sample Programme and Session Plans

BCAB Advanced White-Water Safety
Sample Programme and Session Plans

Introduction

This document provides an example of the British Canoeing Awarding Body (BCAB) Advanced White Water Safety programme and the accompanying session plans for the 12 modules.

Tutors are required to send out BCAB Advanced White Water Safety course material to participants prior to the course, these resources will be referred to throughout the practical course.

It is important that tutors obtain, understand and consider the participants' current understanding, knowledge, ability, the craft that they use and the typical environments that they will paddle. This can be done prior to module 1 through introductions or part of a more formal process.

Note: Tutor to participant ratio is minimum 1:2 and maximum 1:4.

The main focus for the Tutor is to ensure all participants are able to contribute, explore and practice. The 2-day programme does not take into account introductions, information gathering, administration, getting ready or any transportation, the timings provided are for the delivery of the modules.

All modules are interactive, practical sessions, discussing and using equipment, and exploring possible solutions to common issues in an Advanced White-Water grade 3 (4) environment.

Notes:

1. Participants rescue from their chosen craft throughout the course;
2. Care must be taken with the number of participants immersed in the water at one time.

Participants

Participants need to either hold the relevant British Canoeing Awarding Body Personal Performance Award or equivalent ability in/on their preferred craft due to the paddling environment and the boat control required to complete the course. This should be filtered via joining instructions and first contact to make sure the participants are suitable for the environment that the course will be conducted in.

As an example, the BCAB Advanced White-Water Award, or BCAB Advanced Canoe Award, would be seen as the appropriate level of ability to fully engage on the course.

The Advanced White Water Safety course is available to all ages. Tutors should check participants' suitability, as well as having appropriate mechanisms for anyone under 18.

Equipment

In addition to the participants chosen craft and relevant kit, the following equipment needs to be referenced and if appropriate used throughout the course:

- Mobile phone in a waterproof case (fully charged);
- Whistle;
- Throwline;
- Knife (and saw for canoeists)
- 4/5 m tape sling with large karabiner
- 2 x HMS style karabiners
- Adequate first aid kit;
- Group shelter;
- Spare clothes;
- Food and drink.

Venue

The Advanced White Water Safety course must be delivered in suitable conditions that are on an Advanced White Water River grade 3 (4)

Course duration

The Advanced White Water Safety course is a 2-day programme that consists of 12 modules. This can be delivered in a day or modular, over a maximum of an eight-week period to suit the participants.

Time of year and water temperature

It is crucial that courses are run at times of the year that provide an appropriate learning environment, enabling the course to be delivered as outlined with participants immersed in the water. Care is advised when water and air temperatures are low.

Advanced White-Water Safety
COURSE PROGRAMME

Module	Time	Module Outline
Module 1	30 minutes	Motivations and Decisions ● Understanding motivations to participate ● Selection of river to match motivations ● Practical matters
Module 2	270 minutes	River Trip ● Pre checks ● Collaborative support and vision ● Settling in ● River running strategies ● Equipment considerations
Module 3 (Note: this can be done during the river trip)	30 minutes	Emergency planning & procedures ● What additional equipment do we take ● Locating your position ● Calling for assistance ● Walking out
Module 4	20 minutes	Review and reflections ● Reflections on own learning and areas for development
Module 5	45 minutes	Craft based rescues ● Chase Boating ● Paddle Rescues ● Boat Rescues ● Reuniting
Module 6	60minutes	Bank based rescues ● Rescue a swimmer from a craft ● Quick release buoyancy aid harness ● Rescue a swimmer using a throwline ● Rescue a swimmer from a stopper
Module 7	45 minutes	Moving around steep environments ● Decision making around steep environments ● Rope management ● Tactics for descending, ascending and moving around steep ground
Module 8	45 minutes	Stuck craft ● Pull and vector ● Mechanical Advantage
Module 9	45 minutes	Stuck people ● Initial assessment

		● Access options
Module 10	30 minutes	Casualty management and calling for assistance ● Protecting from the elements ● Casualty information ● Moving a casualty
Module 11	75 minutes	Scenarios ● Setting the scene ● Scenarios
Module 12	20 mins	Review and reflections ● Reflections on own learning and areas for development

Advanced White-Water Safety
MODULE 1

Module Title:	Motivations and Decisions
Time:	30 minutes

Module Outline:
- Understanding motivations to participate
- Selection of river to match motivations
- Practical matters

Delivery:

Understanding motivations for participate:

As a group, discuss why we started paddling, what a great day on the river would look like. Draw out key words to support and revisit throughout module 1.

In a group, explore and develop an understanding and appreciation of the motivations to undertake Advanced White-Water trips which vary from paddler to paddler and from context to context.

Explore such motivations including degrees of social engagement, immersion in natural or near-natural settings, enjoyment, personal challenge, and ensuring how such information shapes and informs decision making.

Selection of river to match motivations:

As a group, discuss choices relating to motivation and provide examples of known rivers to provide context - a trip on a new river, or a more familiar local trip. As discussion develops, highlight that motivations inform preferable environments & locations balanced against the presented conditions including weather, water levels etc and an honest consideration of individual abilities.

Practical matters:

Group with support of the tutor to decide and arrange shuttles, discuss equipment being carried and by who within the group.

Advanced White Water Safety
MODULE 2

Module Title:	River Trip
Time:	270 minutes

Module Outline:
- Pre checks
- Collaborative support
- Settling in
- River running strategies
- Equipment considerations

Delivery:
Pre checks:
As a recap on the pre-course information, working together in pairs to look at each other's clothing and craft, discussing the appropriateness to the Advanced White-Water environment.

Discuss protocols and importance of a supportive group, with everyone having a responsibility to safety. What safety kit is being carried and by who within the group, home contact details as well as procedures for any unplanned delays.

Highlight the importance of a river brief and the content so that all group members understand 'the plan' and the importance of creating an environment that everyone can share their thoughts and considerations.

Collaborative support:
Highlight the importance of maintaining a collaborative, positive and supportive atmosphere for all throughout. Including spotting each other and the importance of checking in with those on the river trip.

Settling in:
With appropriate venue selection, provide opportunities of suitable warm up on the water approaches both physically and psychologically. Explore and share methods and approaches that participants use to settle in. Such approaches could include playing on a jet of water, rolling, making eddies etc.

Include within discussions strategies for when physical on the water warm ups are not possible due to the nature of the river.

Discuss and emphasise that the 'warm up period' can be used to check previous decision making, and whether the trip is suitable or specific sections of the river may need to be considered as appropriate.

River running strategies:

Discuss, demonstrate and practice the use of effective and appropriate communication, consideration of the individuals in the group, awareness of any hearing or sight impairments, and how certain communication comes across and whether it can be motivating or demotivating.

Throughout the journey establish the importance of checking in with the team, with a consideration of body language, how they are paddling, fatigue, cold etc. Contributing factors that may determine an adopted river running strategy.

Emphasise the importance of checking the river ahead, providing examples of when you may need to scout ahead, slow the group down or position in such a way that avoids a stop/start style of river running.

As a group, if the river is familiar, discuss what's ahead, and the danger of 'I know this section' and paddling the river in auto pilot, rather than making decisions based on what is being seen.

Provide examples and river strategies that are dependent on the environment that are appropriate and safe. Methods to explore and practice could include:

- Group run all together in their own time and their own route.
- Group paddling together following a nominated leader.
- Run in smaller groups (2 or 3), other group members not protecting the rapid.
- Eddy hopping.
- Run as an individual or pair with other members setting up pre-arranged protection.
- Portage/Lining.

Introduce the importance of spotting each other and a working model for sharing river strategies, including signals which may be hand, and paddle signals.

As a group explore the importance of celebrating success and giving reassurance after setbacks, as well as developing an appropriate rapport throughout the group.

Raise awareness of external factors that could change behaviour and approach to safe paddling such as pre-work paddle trips where people may be under pressure to be back by a certain time.

Notes:

- Tutors are required to provide an example of best practice river running where participants are participants and not just passengers.
- River trips relate to motivations and indulge in what makes Advanced White-Water fun for those on the water (surfing, local knowledge, social interaction)
- Tutors must select appropriate locations that provide examples for participants to 'warm up' on the river and provide opportunities to demonstrate and explore a full range of river running strategies for grade 3(4).

Advanced White-Water Safety
MODULE 3

Module Title:	Emergency planning and procedures
Time:	30 minutes

Module Outline:
- What additional equipment do we take
- How do we carry additional equipment
- Locating your position
- Calling for assistance
- Walking out

Delivery:

What additional equipment do we take:

Explore as a group and discuss what useful additional equipment we may carry on a river trip. Emphasis on the importance of making informed decisions on the river being paddled should influence what is carried, rather than always carrying the same equipment.

Include SIMPLE repair kit, first aid kit, bailers, additional clothing, group shelter, spare paddles, hot drinks and snacks.

How do we carry additional equipment:

Explain and discuss the importance of keeping equipment dry, as well as where it is carried as well as being accessible. Highlight that consideration of additional weight in the craft can affect trim and the overall handling.

Discuss how equipment may be shared among the group as for everyone on the trip to understand the shared responsibility on where the equipment can be located.

Emphasise the importance of carrying a mobile phone in a waterproof case on the person, alongside any keys for vehicles.

Locating your position:

Support participants to be able to find accurately their location, ideally being able to give a grid reference from their smartphone and a map (if carried).

Highlighting that taking into consideration the trip so far will aid in understanding their location, this could include features such as weirs, bridges, tributaries, prominent bends in the river etc.

Calling for assistance:

Discuss how external assistance can be called, limited signal in some more remote areas as well as the use of text messaging as an option.

Explain what questions will be asked and ensuring you have the relevant information to hand such as group details, location, the condition of the casualty etc

Encourage suitable first aid qualifications and experience within the group, specific to drowning and CPR, providing knowledge and confidence to participants to cope with first aid situations.

How to use other group members to gain a better signal, and the information they would need to pass on to those assisting.

As a group, revisit the locating your position section, and discuss directing any assistance to the side of the river you are on is significantly important and in some cases time critical.

Show and discuss the importance of keeping everyone warm and in good spirits, using the warm clothing, hot drinks and snacks carried.

Walking out:

Discuss and explore as a group when you may need to decide not to continue the river trip and walk out.

Although this may be seen as straight forward, there may be split decisions within the group as others may want to continue as well as consideration of logistics, manual handling over a period of time, access points to be able to get a vehicle nearer etc.

Discuss the impacts of splitting the group, the need to consider equipment and ensuring if some group members continue, they have the appropriate resources and ability to stay safe.

Notes:

The delivery of the content of this session requires consideration, suited for an appropriate stage during the river trip.
Consider the environment, distractions, air temperature and participants when this module is delivered.

Advanced White-Water Safety
MODULE 4

Module Title:	Reflections and Skills Checklist
Time:	20 minutes

Module Outline:
- Reflections from the course;
- Reflections on own learning and areas for development;
- Skills checklist.

Delivery:
Reflections from the course:
- Discuss and share key learning points, what worked well? What was difficult? What solutions did you come up with?

Reflections on own learning and areas for development:
- Participants should leave the course with a good understanding of their own areas of strength and areas to develop. The Skills Checklist could be used to aid this discussion.

Skills checklist:
- Participants should complete their Skills Checklist with the Tutor and agree areas for development, and ideas on how to complete the development areas identified.

Advanced White Water Safety
MODULE 5

Module Title:	Craft based rescues
Time:	60 minutes

Module Outline:
● Chase Boating ● Paddle Rescues ● Boat Rescues ● Reuniting

Delivery:

This session should introduce or refresh the principles behind craft based rescue from the BCAB White Water Safety course, then take them into more powerful, challenging environments. Allowing participants to experience the issues of chasing in advanced white water. Features such as drops, retentive stoppers and longer, complex rapids should be included, along with dealing with incapacitated paddlers.

Chase boating:

As a group explore 'chase boating' both when to as well as when not too, taking into consideration ability, environment and priorities. Emphasise the self/team/swimmer/equipment protocol.

Demonstrate and practice working as a pair as well as individually. Emphasise the importance of own safety, continually checking downstream, potential for broached craft, keeping a watch on equipment with a focus on communicating with the swimmer and if possible and safe for them to self-rescue, directing them and ensuring they safely get to the bank and out of the water.

Discuss the use of bow and stern (carries) but this must be seen as a last resort, and an extremely high-risk option to both rescuer and swimmer in advanced environments.

Paddle rescues:

Show participants and get them to practice methods of picking up paddles including putting in/on the craft, throw and chase, pick up and throw onto the side, two pairs in hands and under the buoyancy aid.

Craft rescues:
Emphasise the importance of the increased risk when rescuing a craft on a river, and that selecting appropriate stretches of water to approach the craft, with the importance of regular checks downstream.

Demonstrate to the group and participants to practice various methods of 'chase boating' including turning over the craft and nudging / pushing to the side, using swim lines, working in pairs and sending someone ahead to a suitable point to get the craft into the side.

Discuss the importance of securing the craft to the bank/ in the eddy and show an appropriate method of using a sling/swim line.

Reuniting:
Explore as a group method of reuniting paddlers with their craft and paddles, ideally moving kit to people in an advanced white water environment.

Emphasise the importance that people that are being reunited with their equipment to look for a suitable position downstream to assist in collecting equipment when being moved across the flow.

Methods to show and practice would include a twist and curl to remove some water, moving an empty craft across the flow, tandem paddling, using a line to pull across or in appropriate waters tow using a releasable system. For craft with swim lines show and practice how to paddle the craft to the side whilst holding line - diagonally downstream.

Demonstrate and participants to practice reuniting paddles, methods could include putting the paddle in/on the craft, throw, large karabiner on throwline to pull across the river and paddle across using the methods already explored in this module.

Notes:

- The delivery of the content of this module requires consideration, suited to both participants and craft being used
- Providers consider how many participants are in the water at one time, and set practices with appropriate safety cover.
- Swimmers checked that they are entering the water with a 'clean principle';
- Selection of suitable training sites is essential. Issues such as water quality, depth of water for swimming, reliability of water levels and in-water hazards all need to be considered. Once a site is identified, it needs to be risk assessed. Throughout the delivery of the course, tutors need to

undertake a continual dynamic risk assessment to ensure that the sites being used for particular sessions are suitable and do not present unacceptable levels of risk.
● Craft rescues - Important to provide approaches to possible solutions that can be used on a variety of craft.

Advanced White-Water Safety
MODULE 6

Module Title:	Bank based rescues
Time:	45 minutes

Module Outline:
● Rescue a swimmer from a craft ● Quick release buoyancy aid harness ● Rescue a swimmer using a throwline ● Rescue a swimmer from a stopper

Delivery:

As a group initially discuss that bank based rescues can be both dynamic or pre-determined (set up prior) to protect a rapid or section, reducing the need to chase boat and effectively get a swimmer and their equipment to the bank.

Rescue a swimmer from a craft:

Demonstrate to the group how a swimmer can be supported from a craft, keeping a distance to lower any risk, loudly communicating with the swimmer, reminding them of safe swimming (feet up), using their name and directing them to a safe area to get out of the water.

Emphasise the high risk of allowing the swimmer to hold onto the craft, and the capsize potential, considering the environment that such approach could be adopted as well as getting into/onto your craft.

Quick release buoyancy aid harness:

Compare and contrast different designs with the importance of following the guidance of individual manufacturers.

In pairs with tutor support practice on the bank attaching the bag end of the throwline using a locking karabiner to the buoyancy aid harness and under tension locate the toggle and release.

Notes: Check the length of the chest harness tape when correctly fitted (aligned to the manufacturers guidance)

Any cutting should be carried out with a hot knife or electric rope cutter so that the edges are smooth to ensure they do not jam in operation;

Highlight attachment points for chest harnesses and the possible ways in which this can be carried out incorrectly (non-locking karabiner being attached to buoyancy aid webbing by mistake, not clipped in the designated position);

Emphasise the need to ensure the harness has not been incorrectly clipped, i.e. a visual check or pulling on the throw line connected to the attachment point with the release buckle partially open and ensuring that the chest harness runs through the buckle;

Demonstrate and then participants practice entering the water with a chest harness, wading first and then swimming. As part of this practice session ensure that the participants release from the system using their buoyancy aid harness.

Rescue a swimmer using a throwline:

Briefly introduce different types of bags and lines including colour, diameter, length and explain the importance of the clean principle.

Discuss and explore as a group when it is safe and not safe to use a throwline, considering the environment, as well as downstream hazards. Good rope management needs to be emphasised throughout.

Demonstrate using a throw line to recover a swimmer to the bank and the principle of how the flow of water will pendulum the swimmer to the shore and how this might be limited by eddy lines;

As a group practice both swimming and throwline practice, providing 'top tips' to improve techniques of accuracy and effectiveness as well as anticipation and mitigation of forces using both static and dynamic approaches, using different height banks showing variations in throwing techniques.

Introduce the use of rescuer and belay offering additional stability and support in an advanced environment, to include direct and indirect belay methods.

Rescue a swimmer from a stopper:

Progress the throwline session from a flow environment to a stopper, with consideration of the length of line thrown and extracting a swimmer from the feature. As a group practice throwing a line onto the surface aerated water.

Demonstrate the concept of adding floatation to a throwline, for the disorientated swimmer to grab as well as a reaching aid as possible solutions, if the environment allows.

Introduce and allow the participants to practice clipping and throwing paddles as an alternative method of rescuing a swimmer from a stopper.

Introduce a tethered swim rescue in a stopper, emphasising the risks vs the rewards, ensuring a suitable stopper has been selected enabling safe use and practice.

Notes:
- The delivery of the content of this module requires consideration, suited to both participants and craft being used.
- Providers consider how many participants are in the water at one time, and set practices with appropriate safety cover.
- Swimmers checked that they are entering the water with a 'clean principle';
- Selection of suitable training sites is essential. Issues such as water quality, depth of water for swimming, reliability of water levels and in-water hazards all need to be considered. Once a site is identified, it needs to be risk assessed. Throughout the delivery of the course, tutors need to undertake a continual dynamic risk assessment to ensure that the sites being used for particular sessions are suitable and do not present unacceptable levels of risk.

Advanced White-Water Safety
MODULE 7

Module Title:	Moving around steep environments
Time:	45 minutes

Module Outline:
- Decision making around steep environments
- Rope management
- Tactics for descending, ascending and moving around steep ground

Delivery:

Decision making around steep environments
As a group explore and practice safe approaches to move around a steep environment within a river environment, with a clear emphasis to avoid if possible.

Using a selection of venues introduce choices and decisions of moving paddlers and their equipment

Emphasise the importance of considering low risk options, even though it may mean a longer walk, include the importance of moving clear from the bottom when kit and others are on the slope, one at a time, and awareness of dislodging debris along the way or from the top.

Explain and then put into practice processes to mitigate risk, keeping helmets on, limitations of lines, using them as an aid not used to preventing a fall.

Rope management
Introduce selection of solid and appropriate anchors, where ropes can be secured as well as retrieved easily.

Tactics for descending, ascending and moving around steep ground
Develop an understanding of the use of paddles and ropes to aid stability when moving around steep ground.

Show and practice setting up handlines to support the paddler move up and down the slope

Allow participants to practice lowering and pulling up equipment on a slope, ensuring craft is secured using appropriate methods, solid anchors both at the top of the slope and on the craft.

Notes: This training course is not for paddlers to fully rely on ropes, but use them as a handrail, secure lines to descend and ascend steeper ground where a slip or trip could have consequences.

Venues for practice must be within the context of the module, using a slope where a rope as a handrail could aid moving up and down, but not require any climbing.

Venues must be selected to avoid where possible loose rocks and debris

Advanced White Water Safety
MODULE 8

Module Title:	Stuck craft
Time:	45 minutes

Module Outline:
- Pull and vector
- Mechanical Advantage

Delivery:
Pull & Vector:
As a group practice different methods of extracting a stuck craft, these methods should be explored and relevant to the craft(s) being paddled by participants.

Pull - a straight pull with added persons to increase the force applied

Pull in a different direction - experiment pulling from different directions with added persons to increase the force applied

Vector - introduce a vector to change the load direction on the main line, either by hand, tape or another throwline.

Mechanical advantages:

Revisit and remind from module 7 on the selection of solid and appropriate bank anchors as well as strong point(s) on the craft.

Refer participants to the pre-course reading and crib cards for setting up mechanical advantages, 3:1 system and 4:1 system.

Demonstrate how to set up mechanical systems, then allow participants in pairs to practice and moving a weighted craft.

During practice sessions, start adding in other considerations including the use of different prussiks and how they are attached to a line and show how friction can be reduced by adding pulleys

Remind participants that mechanical advantages can be modified including self-distributing anchors and vectors can be included if a change in load direction is required.

Tutor to encourage independent practice of these techniques as an action plan.

Advanced White-Water Safety
MODULE 9

Module Title:	Stuck people
Time:	45 minutes

Module Outline:
● Initial assessment ● Access options

Delivery:
Emphasise to the participants the need for appropriate actions to be taken and that an initial assessment and situational awareness provides an opportunity to select the appropriate approach to supporting someone stuck: broached or pinned in their craft, paddlers pinned in their craft, foot entrapment, against an obstacle or in a feature, or stranded on a rock.

Initial assessment:
Outline the importance for a speedy initial assessment to determine the risk and whether the person is stable, has an airway, as well as a consideration of approaches to remove them from the environment, and not putting others at risk within the group.

This initial assessment will determine the speed of the recovery required and method adopted.

Access options:
Due to the nature of an advanced environment, it would be difficult to cover all possibilities on the course, and as a tutor you are providing participants with a problem-solving approach rather than a solution for each scenario.

Provide a framework of low – high risk approaches, as well as the importance of simplicity, such as deploying a throwline to the person, paddle to them, or making physical contact (wading, tethered swim line).

Discuss and explore appropriate methods of paddling out, with an emphasis on safety and risk, ensuring appropriate ability of the person paddling out, the planned approach and understanding the extraction plan.

Remind participants of module 6 and the use of a quick release harness, providing options in the use to support wading, and a tethered swim to gain access to the person stuck.

Highlight the importance of the appropriate depth for wading and its dependence on speed of water and river bed conditions. Once water at any speed comes above the waist floating will occur.

Demonstrate and allow participants to practice wading, taking into consideration the environment, Can I walk out on my own? Do I or the person in the water require additional support with the use of a paddle?

Show and allow practice of ropes clipped together at bag end, deployed over the casualty, using rescuers up and downstream to extract, with emphasis on the type of bags used/carried.

As a tutor focus on single bank access providing participants an approach that is within context, realistic, and simplistic and does not require drilled training and large numbers of rescuers.

Advanced White-Water Safety
MODULE 10

Module Title:	Casualty management and calling for assistance
Time:	30 minutes

Module Outline:
- Protecting from the elements
- Casualty information
- Moving a casualty

Delivery:

Explore and discuss with the group the nature of advanced environments and that immediate help will not necessarily be available and that it is our responsibility to keep injured paddlers protected from the environment, which may require moving a casualty, consider extraction or wait for the emergency services.

Tutors to remind participants that this is not a first aid course, and should be seen as supplementary, and that attending an appropriate first aid course is highly recommended.

Protecting from the elements:

As a group discuss methods of keeping a casualty protected from the environment, with consideration of the equipment that is carried, including warmth, food and drink.

Show simple approaches that a casualty can be protected from losing body heat through the ground as well as how a group shelter can provide additional warmth with others inside.

Casualty information:

As a group discuss methods of calling the appropriate emergency services, as well as outlining their capabilities and limitations, and the importance of providing them with the right information (ETHANE model).

Exact location
Type of incident
Hazards
Access
Number of casualties
Emergency services

Emphasise the importance to consider and communicate on what side of the river you are located as well meeting the services at a prominent location so they can be guided to the casualty.

Outline the importance of recording and handing over casualty information to the emergency services, and how this may be recorded, including injury history, medical conditions and basic vital signs.

Moving a casualty:
Discuss as a group on the considerations for moving a casualty as well as extraction, depending on the immediate risk to the individual(s), and the nature and severity of the injury, providing examples for the group to discuss such as shoulder dislocation, back injury, and concussion.

Show and allow the group to practice simple methods of moving casualties depending on the risk posed, including a supported walk, or the use of a line to stop a slip, providing examples why a decision to move, such as from the water's edge if water levels are rising.

Advanced White-Water Safety
MODULE 11

Module Title:	Scenarios
Time:	75 minutes

Module Outline:
● Setting the scene ● Scenarios

Delivery:
Setting the scene:
It is important to emphasise that throughout the course delivery is much based on scenarios but as a tutor it is important to explain the focus of this module and to build on the skills and techniques explored as well as building on decision making.

Provide the group with examples that can impact as well as make matters worse when reacting to a rescue situation including, the importance of getting out of your craft and not losing it, slippery ground, taking a throwline with you, consideration of your own and others ability.

Explore and discuss advanced dynamic environments, and the need for considered speed.

Scenarios:
Choose and set up scenarios that are in context with both participants and the craft on the course.

1. River is inappropriate or water levels have changed.
2. Equipment and paddler on different sides of the river.
3. Shoulder dislocation mid river stranded requiring outside assistance.
4. Lost craft on remote river.
5. Group separated due to a chased craft.
6. An entrapped paddler (stopper or foot).

Notes:
● The delivery of the content of this module requires consideration, suited to both participants and craft being used
● Providers consider how many participants are in the water at one time, and set practices with appropriate safety cover.
● Swimmers checked that they are entering the water with a 'clean principle';
● Selection of suitable training sites is essential. Issues such as water quality, depth of water for swimming, reliability of water levels and in-water hazards all need to be considered. Once a site is identified, it needs to be risk assessed. Throughout the delivery of the course, tutors need to

undertake a continual dynamic risk assessment to ensure that the sites being used for particular sessions are suitable and do not present unacceptable levels of risk.

Advanced White-Water Safety
MODULE 12

Module Title:	Reflections and Skills Checklist
Time:	20 minutes

Module Outline:
- Reflections from the course;
- Reflections on own learning and areas for development;
- Skills checklist.

Delivery:
Reflections from the course:
- Discuss and share key learning points, what worked well? What was difficult? What solutions did you come up with?

Reflections on own learning and areas for development:
- Participants should leave the course with a good understanding of their own areas of strength and areas to develop. The Skills Checklist could be used to aid this discussion.

Skills checklist:
- Participants should complete their Skills Checklist with the Tutor and agree areas for development, and ideas on how to complete the development areas identified.