



Snorkel Dive Manager

# Risk Assessment and SEEDS Brief

## Module objectives

This workshop module introduces students to the background knowledge needed to understand risk and plan to mitigate those risks for others. It then shows how to develop and prepare a Snorkel Dive Managers Brief.

Students should be encouraged to review any previous knowledge from Snorkel Diver and Advanced Snorkel Diver prior to attendance on this workshop module.

## Achievement targets

At the end of this module students should have been introduced to and have some experience of:

- Identifying typical risks associated with snorkelling activities

Have some understanding of:

- Acting as lead snorkel diver,
- Dealing with an emergency as a lead snorkel diver and snorkel dive manager

## Equipment needed

For this module the instructor and each student will need the following equipment:

- Notes and the timeline from Activity Workshop 3 - Timeline (SMW3)
- Paper and pen
- Slate / waterproof notebook and pencil

## Duration

It is expected that this workshop module will be run as a dry planning session which would be expected to last between 30 minutes to one hour. The session is best suited to two or more students to allow different ideas and contribution of experiences to be made and timing will reflect the numbers involved in order to ensure everyone is able to make a contribution.

## Pre-requisites

Students should have completed the Advanced Snorkel Diver qualification and hold the Advanced Snorkel Lifesaver Award.

## Contributes to

This workshop module contributes to the following qualifications / awards:

- Snorkel Dive Manager

It is particularly relevant to have completed this workshop module before the Snorkel Dive Manager practical lesson 1 (SMP3).

## Validity

This module remains valid for life.

## Instructor Requirements

The lead instructor should be an Advanced Snorkel Instructor or higher. Any BSAC Qualified SCUBA Instructor, or assistant instructor supervised as specified in the DTP guidance notes, can teach the lesson. All instructors should have rehearsed and mastered the practical skills, with other instructors before teaching/supervising students.

## Student: Instructor ratio

For this workshop module session there should be a maximum of four students to one instructor. The maximum number of students to each instructor could be extended to six where a number of student groups are involved in a workshop supervised by a lead instructor who is able to monitor all student groups and intervene should assistance be required.

## Dry Skills: Planning session

## Assessing risks before the event

The theory behind understanding the risks has been covered so this activity should work through the timeline of the day planned during the previous activities and a profile of the day built up.

Get the students to visualise the day they have planned and talk through any risks at each stage of the day. These can be recorded on a timeline or table.

Once you are happy that you have a good understanding of the possible risks work through them again and document any actions that can be taken or processes put in place to reduce the level of risk.

Finally review the full set of risks to make sure you are all happy that there are no areas where the level of risk in the activity is higher than you are happy with.

Table 1. Example timeline template for assessing risks

<b>Activity</b>	<b>Risks</b>	<b>Action</b>
Drive to site	Tiredness due to long journey	Share driving, take a break every 2 hours
Unload cars	Injury due to lifting or dropping	
Day brief		
Launch RIB		
Load RIB (with kit and people)	Slips and trips	
Travel to site	Seasickness	
MOB		
Locate site		
Deploy shot		
Entry into water		
Snorkelling	Jellyfish stings	
Sea water inhalation		
Injury by boat		
Separation from boat		
Recover shot		
Return to shore		
Put RIB on pontoon & unload		
Debrief		
Load cars		

## Deriving a SEEDS brief

The risk assessment produced should then be used to pull together the SEEDS brief. Work through the headings of the brief and ask the students the following questions to pull out the information.

### Safety

What do your divers need to know about safety aspects of the day?

What have you said in your risk assessment that you will brief participants on to clarify with them to ensure the activity takes place safely.

e.g. If you suffer from seasickness drink plenty of water to avoid dehydration.

### Exercise

What are you doing? What sites are you visiting? How will you travel there? Are there any tasks or training taking place?

### Equipment

What equipment do you plan to use e.g. shotline - do participants need briefing on safe usage and deployment - listing heavy weights and avoiding entanglement.

What safety equipment are you carrying e.g. oxygen and first aid kit.

### Discipline

What behaviours have you included in your risk assessment that participants need to be briefed on? e.g. Stay close to the group when in the water to avoid separation, pay attention at all times to dive leader, in water supervision or SDM/ Cox as appropriate.

### Signals

What signals will you use to communicate with your snorkel divers? How will you recall them in the event of an incident or change in conditions? How should they attract your attention if there are problems?

## Reassessing throughout the day

You need your students to understand that although it is important to assess and plan to manage risks before an activity as SDM they need to be prepared to monitor conditions and reassess risks throughout the day.

Ask your students to consider the types of things that may change the level of risk throughout the day

e.g.

Weather - increased wind can result in more swell and difficulty with entry and exit.

Rain or fog can lead to reduced visibility and increased risk of separation from buddy or boat/shore.

Sun - increased risk of heat stroke or dehydration.

People - one of the cox'n is less experienced than anticipated. Increased risk of boat issues.

Together visualise the day and identify time points in the day when it might be particularly important to reassess the day and the type of things to look out for and the impact they may have.

## Skills Performance Standards

At the end of this lesson, students should be sufficiently competent to achieve the following skill performance standards without supervision, in the location / water conditions / etc. experienced:

**Preparing a risk assessment** – The student should have fully participated in preparing the risk assessment and the instructor should be confident that the student could assess the risks relating to snorkelling at a known site with advice from an instructor.

**Snorkel Dive Manager Brief** – The student should have prepared a Snorkel Dive Manager brief and the instructor should be confident that the student could prepare and deliver a brief at a known site with advice from an instructor.

**On-site risk assessment** – The student should understand the importance of conducting on-site risk assessment throughout the day. The instructor should be confident that the student understands the need to dynamically assess the risks relating to snorkelling at a known site with advice from an instructor.