

# BCU FSRT Course Notes

## Course aims

This training course aims to provide paddlers with the key safety and rescue skills required to operate safely and to be able to deal with common emergencies. These skills form the foundations for safety and rescue throughout BCU qualifications.

The award has two purposes:

- To provide the paddler with the necessary skills which will enable them to ensure the safety of themselves and others
- To provide the paddler with the appropriate rescue skills which can be used to help themselves and/or others in difficulty

## Course philosophy

Fundamentally this course is designed for all paddlers irrespective of their chosen craft. The objective is to teach simple and safe skills that can provide the paddlers with the tools to solve simple paddling problems.

## Prerequisites

- Boat-based participants need to either hold the current BCU 2 Star Award or be of equivalent ability due to the paddling environment and the boat control required to complete the course
- Bank-based participants accessing the course are not required to hold the BCU 2 Star Award; however, they should be prepared to fully participate in all relevant aspects of the course
- Be able to swim in normal paddling clothing suitable for the prevailing conditions
- Be a minimum of 14 years of age

A first aid certificate is not a pre-requisite; however the holding of a first aid certificate is strongly recommended for all paddlers

## Note for bank-based participants

The FSRT course is accessible by bank-based participants who will not be 2 Star standard. These participants may be accessing the course to become a bank-based coach or to gain essential knowledge to assist with their clubs. Course providers should be aware of this and plan accordingly to ensure that the course caters for the needs of any bank-based participants attending.

The bank-based participant should be fully conversant with their abilities and in ensuring that they can deploy suitable strategies for safeguarding paddlers. They need to be aware of their strengths and weaknesses as a bank-based rescuer.

While not expected to take part as paddlers, bank-based participants should understand the rescues involved and be prepared to fully participate in the course. It is vital that they appreciate how a paddler may feel when in the water. One way for this is for the bank-based participant to be rescued from the water.

# BCU FSRT Course Notes

## Equipment

The following is a list of recommended equipment required for the participant in this course to have:

- Towline OR tow system
- Throwline
- Webbing (sewn or unsewn sling) and large karabiner
- Whistle
- Knife

The course aims to allow the participants to experience a range of equipment. With this aim it is important for the providers to have a range of equipment available, to include:

- Range of towing systems
- Various lengths of throwlines

The course also aims to coach participants in ways to use the equipment as well as improvised systems. Providers to ensure that they cover the appropriate use of this equipment throughout the course covering strengths and weaknesses of the equipment used.

Providers to ensure that the following equipment is available for the duration of the course:

- First aid kit
- The means to deal with hypothermia
- The means to get outside help

## Craft

The FSRT course has the ethos that the participants can problem solve at the end of the course. This would mean that they can find a solution to simple common paddling scenarios in flat / sheltered water regardless of the craft. Training will cover as many craft as possible and ensure that canoes and kayaks are covered on the training day:

- All boat-based rescues are practiced in canoe and kayak
- Participants will practice using canoes and kayaks most relevant to their normal coaching environment
- Participants should have problem solving ability to rescue unfamiliar types of craft

The emphasis throughout the course is for paddlers to be able to rescue like to like craft. I.e. rescue a canoe, from a canoe.

The training course is designed for all paddlers, including those who paddle any of the following boats:

- Any closed cockpit kayak (CCK)
- Any open cockpit kayak (OCK)
- Any fragile competition craft
- Any open canoe (OC)
- Any sit-on-top kayak or canoe (SOT)
- Any inflatable kayak or canoe (IKC)
- Any stand up paddle board (SUP)

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The participant is required to have the appropriate paddling clothing suitable for their craft and the prevailing conditions.

Where there are specific requirements in the course for the different craft these are indicated in the following course notes.

Providers of the FSRT course need to be able to coach participants how to perform boat-based rescues for ALL of craft listed.

### Notes on dealing with different types of crafts

Providers to be aware of the manual handling issues of all crafts and ensure that the participants know ways to move and lift the boats safely. Extra care should be taken during the rescues. Participants need to be aware of the different materials that are boats are made from. This would mean that certain craft have different rescue options to not damage the craft. This is especially true when the boat is swamped and the water is shallow. Care should be taken to avoid lifting the boat, dragging it over another boat or pulling it onto the shore.

### Venue and duration

Sheltered water, calm conditions. See BCU Terms of Reference for definition of sheltered water, available from Home Nation websites. Providers are required to ensure that the distance between any classroom (if used) and water is kept to maximum of 15 minutes travelling time. This ensures that more time can be spent on providing the training content. The water venue should be one that is clean and suitable to provide a safe working and learning environment.

The course will typically take place over a day and must include a minimum of 8 hours teaching time.

### Staffing and ratios

BCU FSRT Provider.

For details of provider requirements please see 'BCU Safety Staffing Requirements'.

Ratio: 1 FSRT Provider to a maximum of 6 participants.

### Risk disclosure

All participants need to be aware of the risks associated with their involvement in rescue training. The course provider will endeavour to make participants aware of these by introducing and coaching ways to minimise the risks for all involved.

### Paperwork

FSRT require course authorisation and the completion of a course schedule in line with other BCU courses. A fee is payable for each participant (currently £5 for members, £10 for non-members).

# BCU FSRT Course Notes

## Skills competency checklist

All participants should leave the FSRT course with a completed 'skills competency checklist' (See page 19). The participants name, provider's name, and date are completed along the top.

In the 'Provider' column the course provider ticks as appropriate if the participant is:

- good in this area
- competent
- needs development

Participants do the same, in the 'Participant' column.

The skills competency checklist is designed for giving participants a clear indication of their strengths and weaknesses, and areas where development is required. It is also designed to help participants reflect on their current abilities. It can also be used on other courses (e.g. 3 Star, or Level 1 and 2 Coach Courses) to help the provider gain an insight into the participants previous level. It is therefore important that it is completed accurately for ALL participants, and that they are encouraged to keep a copy (in their logbook, if they have one).

## Course Content

### 1. General theory and planning

#### 1a. Safety

Safety training for the paddlers:

- Training to allow participants' to move from dependence to independence

The following topics to be covered:

- Risks associated with paddlesport and the working environment
- Practical ways to manage the risks
- Safety features of the craft being used
- Safety features of paddling clothing and other associated equipment
- Water and environmental hazards such as water borne diseases, access and egress points, effects of weather has on the paddling conditions, hypothermia and exposure to wind and cold water
- The use of signals that are clear and understood by all in the group
- The ability to deal with emergencies and how to summon outside help
- Manual handling issues, the ability to demonstrate safe lifting and carrying techniques
- The value of holding a first aid certificate which is up-to-date

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Decisions have to be made pretty quickly during a rescue and what has been set up at the initial safety chat can help out a great deal. Implementing appropriate control measures:

- Safety briefing to include boundaries, what to do in an emergency i.e. someone capsizes

Accident and emergency plans

- Where are the nearest phone/help/vehicle, first-aid and repair-kit? What spares do we have?

Group management

- Communication - how do I keep in contact with the group? The knowledge that keeping it simple is best
- Line of sight of each other - endeavouring to keep fellow paddlers in sight
- Avoidance - where are the hazards and can we avoid them?
- Position of most usefulness - where does the leader need to be to be the most use? Where do I need to be to be of most use for the team?

The Clean Rope Principle

This principal should become a way of thinking for paddlers. Applying these principles considerably reduces the risk of rope snagging and simplifies the rope systems for rescues:

- If you carry a rope, carry a knife
- Remove any loops or knots from the end of your throw line - the loop in the 'bag end' needs to be small enough to prevent a hand or foot passing through it easily; good flotation within the bag also reduces the risk of snagging

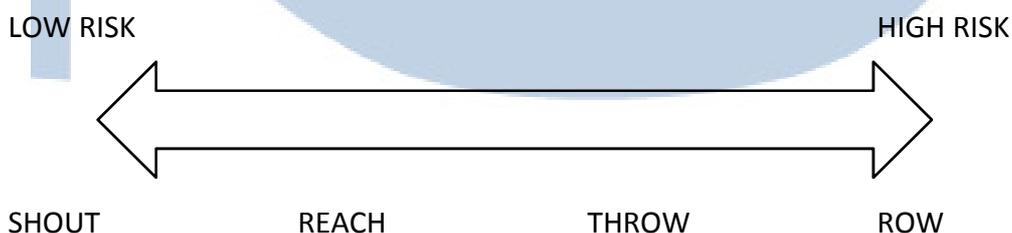
In all situations participants should be aware of reducing snagging possibilities. Paddlers should pay attention to their buoyancy aid, painters in canoes, tow lines and swim lines.

## 1b. Rescue protocols

When dealing with rescue is important to follow the protocol:

*Self - Team - Victim - Equipment*

This protocol for prioritisation in the rescue situation is useful in helping would be rescuers to remember that their first priority is to themselves, then to their team, then to the victim and lastly equipment. This should encourage rescuers to look at low risk options first, discouraging a reckless approach to rescue.



## BCU FSRT Course Notes

### 2. Bank-based rescues

#### 2a. Coach a swimmer (10m away) to shore

SHOUT - Giving clear and correct instructions the participant should get the swimmers attention and talk them from the water. Rescuers need to keep speaking the whole way through the rescue, this both informs the casualty of what's happening but can also keep their spirits up. If the participant needs to wade in the water to help get nearer then there should be consideration of the risks associated and the need to remember the self-team-victim-equipment protocol.

#### 2b. Rescue a swimmer (1m away) with a rigid aid

REACH - Using a rigid reaching aid such as a paddle or canoe pole- the participant should be taught to lower their centre of gravity to prevent being pulled into the water. If a floating aid is used this must be thrown and land with arm reach of the swimmer.

#### 2c. Rescue a swimmer (10m away) using a throw-line (packed and unpacked)

THROW:

- Use a throwline to help extend reach and pull a casualty back to shore
- The towline could also be used as could a length of rope or webbing
- The participant should be taught first get the swimmers attention, give clear instructions and then throw the line, landing within arm's reach
- The participant will then recover the swimmer to shore giving the correct instructions to prevent injury in shallow water
- The participant needs to be able to pack their throwline correctly
- The participant needs to be able to coil an unpacked throwline and use this to execute a rescue
- Throwline rescues should land within reach of the casualty

### 3. Boat-based rescues

#### 3a. Rescue a swimmer from the water

The participant should be taught to approach the swimmer, stand-off, and give clear instructions to the swimmer, ensure they have calmed down sufficiently to approach, as the participant approaches they must provide the correct instruction for a carry to shore. The participant will take care not to injure the swimmer in shallow water close to shore.

The participant should be taught a range of techniques and must be able to show they understand the benefits of each method and be able to choose the appropriate method for the craft they are paddling and the prevailing conditions. The importance of having the casualty keeping a hold of the craft at all times should be stressed.

Throughout the rescue the rescuer should be talking to the casualty. These rescues could include but not exclusive to the following:

- a. Bow carry
- b. Stern carry
- c. Tow
- d. Assist the swimmer into/onto the CCK / OCK / OC / SOT / IKC / SUP

### 3b. **Rescue a capsized paddler using a deep-water rescue**

The participant should be taught to approach the capsized paddler, give clear instructions to the paddler to hold onto their boat.

- The participant will need to show that they are aware of the need for the swimmer to hold on and the benefits of being able to see them, (this doesn't mean that the swimmer can't hold onto the stern)
- The participant should be able to choose whether or not to put the swimmer into/onto their craft during the rescue, this will be craft dependant
- The participant should be able to show that they understand the pros and cons of the different methods

Training should cover as many craft as possible and ensure that canoes and kayaks are covered on the training day:

- All boat-based rescues must be practiced in canoe and kayak

Providers are to facilitate that participants can problem solve at the end of the course so that they can find a solution to simple common paddling scenarios in flat / sheltered water regardless of the craft.

Note - The importance of airbags should be emphasised throughout the course, however training needs to be provided to allow alternative rescue methods (e.g. towing, use of pump) for situations when airbags are not present or have been punctured. Manual handling considerations must be emphasised throughout.

#### *Closed cockpit kayak and open cockpit kayak*

- The participant should be taught how to deal with the following:
  - a. Swamped kayaks
  - b. Large cockpit kayaks
  - c. Kayaks with or without bulkheads
  - d. With or without assistance from the swimmer or other group members
  - e. The ability to keep the paddles in contact with the rescue
  - f. The ability to get the swimmer back into their kayak using a variety of methods
- The participant must be shown and understand good manual handling throughout the rescue
- The participant must note the need for the rescue to be done in a timely fashion but not forgetting the self-team-victim-equipment protocol

## *Open canoe*

- The participant must be aware of the forces that are involved and take steps to deal with the manual handling of the canoe
- The participant should be taught how to deal with the following:
  - a. Swamped canoes with or without airbags
  - b. With or without assistance from the swimmers or other group members
  - c. The ability to keep the paddles in contact with the rescue
  - d. The ability to get the swimmers back into their canoe using a variety of methods
  - e. The effect that wind has on the canoe
- The participant must note the need for the rescue to be done in a timely fashion but not forgetting the self-team-victim-equipment protocol

## *Sit-on-top and stand up paddle board*

- The participant should be taught how to deal with the following:
  - a. The ability to keep the paddles in contact with the rescue
  - b. The effect that the wind has on Sit on Top's and Stand up Paddle Boards
  - c. The ability to get the swimmers back onto their boat using a variety of methods
  - d. With or without assistance from the from the swimmer or other group members
- The participant must note the need for the rescue to be done in a timely fashion but not forgetting the self-team-victim-equipment protocol

## *Inflatable kayak OR canoe*

- The participant should be taught how to deal with the following:
  - a. The ability to keep the paddles in contact with the rescue
  - b. The effect that the wind has on an inflatable
  - c. The knowledge of the different craft and how that can change the type of rescue
  - d. With or without assistance from the swimmer or other group members
  - e. The knowledge of how to prevent punctures during the rescue
- The participant must note the need for the rescue to be done in a timely fashion but not forgetting the self-team-victim-equipment protocol

### **3c. Rescue an unconscious or entrapped paddler from their boat**

The participant to show that they have the skills to do the following:

- Rescuer in their boat reaches over and rights the upturned boat
- The participant to be aware that they have the ability to enter the water to allow them to reach over or pull the casualty out of their boat
- The ability to keep the paddles in contact with the rescue
- The participant must be aware of what happens next once they have the casualty upright
- Maintaining an airway
- Towing to shore

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### 3d. Use of towlines - recover an unaccompanied boat to the shore

Participants need to know that a towline should:

- Be quick to set up
- Be quick to release
- Be quick to reset

The participant should be taught to do the following:

- Use improvised tow systems
- Use purpose made tow lines

The participant needs to be aware of the pros and cons of towing. The participant needs to understand the craft they are dealing with and where they have secure points for attaching tow systems to. The participant should be aware of the pros and cons of towing from either the body or boat.

### 3d. Use of towlines - recover an upright, but incapacitated paddler to the shore

The participant needs to be aware that a towline should:

- Be quick to set up
- Be quick to release
- Be quick to reset

The participant should be taught to do the following:

- use improvised tow systems
- use purpose made tow lines

The participant needs to understand the craft they are dealing with and where they have secure points for attaching tow systems to. The participant should also be aware of the pros and cons of:

- towing from the body
- towing from the boat
- towing paired or rafted boats
- effects of the weather on paired or rafted boats

### 3e. Self-rescue

For all types of boats the participant should be able to capsize in a controlled manner, keep in contact with all equipment and swim to shore

#### *Closed Cockpit Kayak*

The participant should have been taught how to execute an Eskimo rescue:

- Act as rescuer and rescuee
- Paddle and bow presentation should be demonstrated

#### *Open canoe, sit-on-top and S.U.P.*

- The participant should be able to exit their boat in deep water, leaving it upright and without losing contact with get back in/on
- The use of swim lines if fitted should be used

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### 3f. All-in rescue

Participants should have been taught how to deal with an “all-in rescue”. This is using a combination of the skills above with the addition of how to get the first person back in their boat.

- Participants to be taught techniques for emptying the first boat - to include emptying one boat over another up-turned boat, turning canoe or Sit-on-Top over and getting participant back in/on and then carrying on the rescues from there
- Participants to be aware of the order that you get people back in at – coldest, strongest etc.

### 4. Scenarios – unknown incident

Deal with a simple paddling incident involving up to two casualties; the key word is *simple*, e.g.:

- Unconscious casualty in or out of their boat
- Injured or unwell e.g. suffering from hypothermia
- in difficulty e.g. a struggling swimmer or capsized paddler
- Broken or lost paddles

Optionally, there can be an additional participant (with paddling skills up to 2 Star) who will assist as directed by the participant. Participants are expected to use first aid techniques where appropriate. However, as holding a first aid certificate is not a prerequisite, participants should not be pulled up for poor first aid techniques, although their shortcomings should be pointed out and they should be strongly encouraged to get a first aid certificate.

Each participant must be in charge and demonstrate correct decisions throughout the training. Participants must not have prior knowledge of the incident.

# BCU FSRT Course Notes

## Sample Boat-based Programme

This course aims to provide all paddlers with the tools to solve simple paddling problems. This course aims to provide the participant with the key safety and rescue skills required to operate safely and to be able to deal with common emergencies. The course will typically take place over a day and must include a minimum of 8 hours teaching time.

Timing	Session content	Resources / Supporting Notes
30 min	<b>Introduction and briefing</b> <ul style="list-style-type: none"> <li>Welcome</li> <li>Introduction to staff and participants</li> <li>Outline of course and programme</li> <li>Suite of BCU safety awards</li> <li>Risk disclosure</li> <li>Questions</li> </ul>	<ul style="list-style-type: none"> <li>FSRT syllabus and course notes</li> <li>Programme</li> <li>Skills competency checklist</li> </ul>
30 min	<b>Safety and rescue protocols</b> <ul style="list-style-type: none"> <li>General theory – preparing for a paddle</li> <li>Emergency plans and control measures</li> <li>Self – Team – Victim – Equipment</li> <li>Shout – Reach – Throw – Row (Low to High Risk)</li> </ul>	<ul style="list-style-type: none"> <li>FSRT syllabus and course notes</li> <li>Programme</li> </ul>
10 min	<b>Equipment issues</b> Subjects to cover: <ul style="list-style-type: none"> <li>Equipment for the day</li> <li>Health and safety PPE</li> </ul>	<ul style="list-style-type: none"> <li>Sample equipment for working in the sheltered water environment</li> </ul>
On Water Practice time to be adjusted accordingly to ensure that all parts are covered		
30 min	<b>Group management</b> <ul style="list-style-type: none"> <li>Safety brief before going afloat</li> <li>Use of CLAP while paddling</li> </ul>	<ul style="list-style-type: none"> <li>Tutors to demo examples of safety briefs including boundaries and facilitate use of CLAP while on simple paddle</li> </ul>
30 min	<b>Shout and reach rescues</b> <ul style="list-style-type: none"> <li>Shout session focusing on use of body language as well as voice</li> <li>Reaching session focusing on maintaining own safety as a priority</li> </ul>	<ul style="list-style-type: none"> <li>Canoe paddles</li> <li>Kayak paddles</li> <li>Canoe poles</li> </ul>
30 min	<b>Throw rescues</b> <ul style="list-style-type: none"> <li>Time spent on land and then water using ropes in and out of the bags</li> </ul>	<ul style="list-style-type: none"> <li>Tutors to consider setting a buoy out as a target before putting swimmers in the water</li> <li>Tutors to ensure there are a variety of different types of throwlines available</li> </ul>
30 min	<b>Picking up swimmers using boats</b> <ul style="list-style-type: none"> <li>Participants to use a variety of tactics depending on crafts available</li> </ul>	<ul style="list-style-type: none"> <li>Tutors to ensure that participants have tactics for both canoes and kayaks and experience different types of solutions</li> </ul>

60 min	<b>Deep water rescues</b> <ul style="list-style-type: none"> <li>Participants to have demonstrations of canoe to canoe rescue</li> <li>Participants to have demonstration of kayak to kayak rescue</li> <li>Participants to practice in small groups rescuing like to like crafts</li> </ul>	<ul style="list-style-type: none"> <li>Tutors to ensure that there are enough canoes and kayaks for the participants to work in small teams</li> <li>Tutors to ensure that the participants have the ability to problem solve if they had other craft available</li> </ul>
30 min	<b>Deep water rescues - getting back in / on craft</b> <ul style="list-style-type: none"> <li>Participants to be shown and then practice a variety of ways of getting out the water</li> </ul>	<ul style="list-style-type: none"> <li>Tutors to have available different types of craft so that the participants can practice getting out of the water</li> <li>Tutors to have tapes available for stirrup rescues</li> </ul>
60 min	<b>Towing and assisting</b> <ul style="list-style-type: none"> <li>Participants to be shown a variety of methods for recovering boats</li> <li>Participants to be shown a variety of different types of towing systems</li> <li>Participants to practice towing and assisting others using equipment and improvised systems</li> </ul>	<ul style="list-style-type: none"> <li>Towing systems for canoes and kayaks</li> <li>Painters for canoes</li> <li>Extra lengths of tapes and slings</li> </ul>
60 min	<b>Self-rescues &amp; rescue unconscious/entrapped paddler</b> <ul style="list-style-type: none"> <li>Participants to have time to explore and be shown methods for self-rescues. These can include swim ashore as well as Eskimo rescue in closed cockpit kayaks</li> <li>Participants to explore methods for rescuing unconscious or entrapped paddlers</li> </ul>	<ul style="list-style-type: none"> <li>Tutors to ensure that the participants have time to practice in shallow water first</li> </ul>
20 min	<b>All-in rescue</b> <ul style="list-style-type: none"> <li>An all-in rescue to be set up with small teams</li> </ul>	<ul style="list-style-type: none"> <li>Tutors to set up an all-in rescue scenario</li> <li>The importance of the safety protocols and tactics already explored shouldn't be forgotten</li> </ul>
30 min	<b>Scenarios</b> <ul style="list-style-type: none"> <li>Scenarios should be set up to highlight the days learning points</li> <li>Bank and boat-based rescues to be included</li> </ul>	<ul style="list-style-type: none"> <li>Tutors to use this as an opportunity to highlight the days learning and also to ensure that the participants have problem solving abilities to deal with simple paddling scenarios</li> </ul>
30 min	<b>Review of day</b> <ul style="list-style-type: none"> <li>Learning points</li> <li>Action plans</li> <li>Complete skills competency checklists</li> </ul>	<ul style="list-style-type: none"> <li>Tutors to spend time looking at what has come out of the day and highlighting where next with the participants</li> <li>Tutors to have the skills competency checklists for the participants</li> </ul>

# BCU FSRT Course Notes

## Sample Bank-based Programme

This course aims to provide all paddlers with the tools to solve simple paddling problems. This course aims to provide the participant with the key safety and rescue skills required to operate safely and to be able to deal with common emergencies. Providers to consider the use of paddlers to act as the swimmer in bank-based courses. The course will typically take place over a day and must include a minimum of 8 hours teaching time.

Timing	Session and Content	Resources / Supporting Notes
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30 min	<b>Safety and rescue protocols</b> <ul style="list-style-type: none"> <li>General theory – preparing for a paddle</li> <li>Emergency plans and control measures</li> <li>Self – Team – Victim – Equipment</li> <li>Shout – Reach – Throw – Row (Low to High Risk)</li> <li>Bank-based safety and rescue procedures</li> </ul>	<ul style="list-style-type: none"> <li>FSRT syllabus and course notes</li> <li>Programme</li> </ul>
10 min	<b>Equipment issues</b> Subjects to cover: <ul style="list-style-type: none"> <li>Equipment for the day</li> <li>Health and safety PPE</li> </ul>	<ul style="list-style-type: none"> <li>Sample equipment for working in the sheltered water environment</li> </ul>
<b>By / On Water</b> Practice time to be adjusted accordingly to ensure that all parts are covered		
30 min	<b>Group management</b> <ul style="list-style-type: none"> <li>Safety brief before going afloat</li> <li>Use of boundaries and management from the bank</li> <li>Use of CLAP while paddling</li> </ul>	<ul style="list-style-type: none"> <li>Tutors to demo examples of safety briefs including boundaries</li> </ul>
30 min	<b>Shout and reach rescues</b> <ul style="list-style-type: none"> <li>Shout session focusing on use of body language as well as voice</li> <li>Reaching session focusing on maintaining own safety as a priority</li> </ul>	<ul style="list-style-type: none"> <li>Canoe paddles</li> <li>Kayak paddles</li> <li>Canoe poles</li> </ul>
30 min	<b>Throw rescues</b> Time spent on land and then water using ropes in and out of the bags	<ul style="list-style-type: none"> <li>Tutors to consider setting a buoy out as a target before putting swimmers in the water</li> <li>Tutors to ensure there are a variety of different types of throwlines available</li> </ul>

30 min	<p><b>Picking up swimmers using boats</b> Participants to see a variety of tactics depending on crafts available</p>	<ul style="list-style-type: none"> <li>• Tutors to ensure that participants have tactics for both canoes and kayaks and experience different types of solutions</li> <li>• Tutors to be paddler throughout</li> </ul>
60 min	<p><b>Deep water rescues</b></p> <ul style="list-style-type: none"> <li>• Participants to have demonstrations of canoe to canoe rescue</li> <li>• Participants to have demonstration of kayak to kayak rescue</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors to ensure that there are sufficient demos of the required standard and that the participants are aware of their limitations but also their role in the rescue</li> <li>• Tutors to consider having the participants as the paddler being rescued</li> <li>• Tutors to ensure that the participants have the ability to problem solve if they had other craft available</li> </ul>
30 min	<p><b>Deep water rescues - getting back in / on craft</b></p> <ul style="list-style-type: none"> <li>• Participants to be shown a variety of ways of getting out the water</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors to have available different types of craft so that the participants can see the variety of ways of getting out of the water</li> <li>• Tutors to consider having the participants as the paddler being rescued</li> <li>• Tutors to have tapes available for stirrup rescues</li> </ul>
60 min	<p><b>Towing and assisting</b></p> <ul style="list-style-type: none"> <li>• Participants to be shown a variety of methods for recovering boats</li> <li>• Participants to be shown a variety of different types of towing systems</li> </ul>	<ul style="list-style-type: none"> <li>• Towing systems for canoes and kayaks</li> <li>• Painters for canoes</li> <li>• Extra lengths of tapes and slings</li> </ul>
60 min	<p><b>Self-rescues &amp; rescue unconscious/entrapped paddler</b></p> <ul style="list-style-type: none"> <li>• Participants to have been shown a variety of ways of achieving this. These can include swim ashore as well as Eskimo rescue in closed cockpit kayaks</li> <li>• Participants to explore methods for rescuing unconscious or entrapped paddlers</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors to ensure that the participants are aware of their limitations within the self-rescues and have tactics to be able to aid paddlers complete a self-rescue</li> <li>• Tutors to consider that the participants have time to practice in shallow water first</li> </ul>
20 min	<p><b>All-in rescue</b></p> <ul style="list-style-type: none"> <li>• Participants to have an appreciation of what this entails</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors are required to have the ability to show the participants an all-in rescue</li> <li>• This could be through a group of paddlers or through a DVD</li> <li>• Participants are to explore the learning highlighted through the course and recognise good practice</li> </ul>
30 min	<p><b>Scenarios</b></p> <ul style="list-style-type: none"> <li>• Scenarios should be set up to highlight the days learning points</li> <li>• Bank and boat-based rescues to be included</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors to use this as an opportunity to highlight the days learning and also to ensure that the participants have problem solving abilities to deal with simple paddling scenarios</li> </ul>

30 min	<b>Review of day</b> <ul style="list-style-type: none"><li>• Learning points</li><li>• Action plans</li><li>• Complete skills competency checklists</li></ul>	<ul style="list-style-type: none"><li>• Tutors to spend time looking at what has come out of the day and highlighting where next with the participants</li><li>• Tutors to have the skills competency checklists for the participants</li></ul>
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# BCU FSRT Course Notes

## Sample Combined Programme

This course aims to provide all participant with the tools to solve simple paddling problems. This course aims to provide the participant with the key safety and rescue skills required to operate safely and to be able to deal with common emergencies. Providers to consider the use of paddlers to act as swimmers in bank-based courses. The course will typically take place over a day and must include a minimum of 8 hours teaching time.

Timing	Session and Content	Resources / Supporting Notes
30 min	<b>Introduction and briefing</b> <ul style="list-style-type: none"> <li>Welcome</li> <li>Introduction to staff and participants</li> <li>Outline of course and programme</li> <li>Suite of BCU safety awards</li> <li>Risk disclosure</li> <li>Questions</li> </ul>	<ul style="list-style-type: none"> <li>FSRT syllabus and course notes</li> <li>Programme</li> <li>Skills competency checklist</li> </ul>
30 min	<b>Safety and rescue protocols</b> <ul style="list-style-type: none"> <li>General theory – preparing for a paddle</li> <li>Emergency plans and control measures</li> <li>Self – Team – Victim – Equipment</li> <li>Shout – Reach – Throw – Row (Low to High Risk)</li> </ul>	<ul style="list-style-type: none"> <li>FSRT syllabus and course notes</li> <li>Programme</li> </ul>
10 min	<b>Equipment issues</b> Subjects to cover: <ul style="list-style-type: none"> <li>Equipment for the day</li> <li>Health and safety PPE</li> </ul>	<ul style="list-style-type: none"> <li>Sample equipment for working in the sheltered water environment</li> </ul>
By / On Water Practice time to be adjusted accordingly to ensure that all parts are covered		
30 min	<b>Group management</b> <ul style="list-style-type: none"> <li>Safety brief before going afloat</li> <li>Use of CLAP while paddling</li> <li>Use of boundaries and management from the bank</li> </ul>	<ul style="list-style-type: none"> <li>Tutors to demo examples of safety briefs including boundaries and facilitate use of CLAP while on simple paddle</li> </ul>
30 min	<b>Shout and reach rescues</b> <ul style="list-style-type: none"> <li>Shout session focusing on use of body language as well as voice</li> <li>Reaching session focusing on maintaining own safety as a priority</li> </ul>	<ul style="list-style-type: none"> <li>Canoe paddles</li> <li>Kayak paddles</li> <li>Canoe poles</li> </ul>
30 min	<b>Throw rescues</b> <ul style="list-style-type: none"> <li>Time spent on land and then water using ropes in and out of the bags</li> </ul>	<ul style="list-style-type: none"> <li>Tutors to consider setting a buoy out as a target before putting swimmers in the water</li> <li>Tutors to ensure there are a variety of different types of throwlines available</li> </ul>
30 min	<b>Picking up swimmers using boats</b> <ul style="list-style-type: none"> <li>Participants to see / use a variety of tactics depending on crafts available</li> </ul>	<ul style="list-style-type: none"> <li>Tutors to ensure that participants have tactics for both canoes and kayaks and experience different types of solutions</li> </ul>

60 min	<p><b>Deep water rescues</b></p> <ul style="list-style-type: none"> <li>• Participants to have demonstrations of canoe to canoe rescue</li> <li>• Participants to have demonstration of kayak to kayak rescue</li> <li>• Participants to practice in small groups rescuing like to like crafts</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors to ensure that there are sufficient demos of the required standard that the bank-based participants are aware of their limitations but also their role in the rescue</li> <li>• Tutors to ensure that there are enough canoes and kayaks for the participants to work in small teams</li> <li>• Tutors to consider having the bank-based participants being rescued</li> <li>• Tutors to ensure that the participants have the ability to problem solve if they had other craft available</li> </ul>
30 min	<p><b>Deep water rescues - getting back in / on craft</b></p> <ul style="list-style-type: none"> <li>• Participants to be shown and then practice a variety of ways of getting out the water</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors to consider having the bank-based participants being rescued</li> <li>• Tutors to have available different types of craft so that the participants can practice getting out of the water</li> <li>• Tutors to have tapes available for stirrup rescues</li> </ul>
60 min	<p><b>Towing and assisting</b></p> <ul style="list-style-type: none"> <li>• Participants to be shown a variety of methods for recovering boats</li> <li>• Participants to be shown a variety of different types of towing systems</li> <li>• Participants to practice towing and assisting others using equipment and improvised systems</li> </ul>	<ul style="list-style-type: none"> <li>• Towing systems for canoes and kayaks</li> <li>• Painters for canoes</li> <li>• Extra lengths of tapes and slings</li> </ul>
60 min	<p><b>Self-rescues &amp; rescue unconscious/entrapped paddler</b></p> <ul style="list-style-type: none"> <li>• Participants to have time to explore and be shown methods for self-rescues. These can include swim ashore as well as Eskimo rescue in closed cockpit kayaks</li> <li>• Participants to explore methods for rescuing unconscious or entrapped paddlers</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors to ensure that the participants have time to practice in shallow water first</li> <li>• Tutors to ensure that the bank-based participants are aware of their limitations within these rescues and have tactics to be able to aid paddlers complete a self-rescue</li> </ul>
20 min	<p><b>All-in rescue</b></p> <ul style="list-style-type: none"> <li>• An all-in to be set up with small teams</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors to set up an all-in rescue scenario</li> <li>• The importance of the safety protocols and tactics already explored shouldn't be forgotten</li> </ul>
30 min	<p><b>Scenarios</b></p> <ul style="list-style-type: none"> <li>• Scenarios should be set up to highlight the days learning points</li> <li>• Bank and boat-based rescues to be included</li> </ul>	<ul style="list-style-type: none"> <li>• Tutors to use this as an opportunity to highlight the days learning and also to ensure that the participants have problem solving abilities to deal with simple paddling scenarios</li> </ul>

30 min	<b>Review of day</b> <ul style="list-style-type: none"><li>• Learning points</li><li>• Action plans</li><li>• Complete skills competency checklists</li></ul>	<ul style="list-style-type: none"><li>• Tutors to spend time looking at what has come out of the day and highlighting where next with the participants</li><li>• Tutors to have the skills competency checklists for the participants</li></ul>
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# FSRT – Skills Competency Checklist

Name:

Provider:

Date:

Skills	Participant			Provider		
	Strong	Competent	Needs developing	Strong	Competent	Needs developing
Essential knowledge for all participants						
Personal paddling 2 Star skills (boat-based)						
Deploying strategies for safeguarding paddlers (bank-based)						
Rescue a swimmer from the water						
Rescue a capsized paddler using a deep water rescue (canoe)						
Rescue a capsized paddler using a deep water rescue (kayak)						
Rescue an unconscious or entrapped paddler from their boat						
Use of purpose made towlines						
Self-rescue (canoe)						
Self-rescue (kayak)						
All-in rescue						
Ability to problem solve rescues						
Essential knowledge for bank-based participants (desirable for boat-based participants)						
Coach a swimmer to shore						
Rescue a swimmer with a rigid aid						
Rescue a swimmer using a throwline						
Desirable knowledge						
First-aid knowledge and skills						
General theory and planning						
Safety and rescue protocols						
Rescue of another type of craft						
Use of improvised towlines						
Self-rescue of another type of craft						
Scenarios						

## BCU FSRT Course Notes

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### Acknowledgements

The qualification was originally developed by the BCU Safety Technical Group in partnership with the British Canoe Union National Source Group. Updates and revisions were made by the BCU FSRT Review Group in 2012 on behalf of BCU Coaching Operations Group. Particular thanks go to Dave Rossetter for his input into the development of this course.

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