Snorkel Dive Manager
Roles

Module objectives

This workshop module looks at the roles our team will need to take on during the day to ensure the snorkel activities can be effectively managed thereby ensuring they are run safely.

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 key roles
- Recognising the skills required for those roles
- Planning a logical order for groupings ensuring roles remain covered

Equipment needed

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

- Information for the Kimmeridge Bay snorkel diver trail - downloaded from Kimmeridge Bay website - or a suitable alternative local site with comparable information
- Paper and pen
- Slate / waterproof notebook and pencil
- Role Templates

Duration

It is expected that this workshop module will be run as a dry planning session which would be expected to last between 20 to 30 minutes. 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 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 other 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

Identification of roles required

Ask you students to visualise a day of snorkel diving (on a RHIB) and to identify all the roles that will be involved in managing that activity. The list should cover the following (but there may be other roles which are locally expected to be covered.)

TIP: try a model boat with different coloured people. Alternatively the outline of a boat on a sheet of paper on the floor or a whiteboard and cut-outs to represent people. Roles could include:

• Snorkel Dive Manager (SDM)

• Assistant SDM

- Cox

- Lead Snorkel Diver

- Navigator

- Shotline deployment/recovery

- First Aid/O2 providers

- Buddy pairs

Activity 1 - Kimmeridge Bay Snorkel Trail Example

Have available a copy of the information downloaded from the Kimmeridge Bay website (or similar). In this example we aren't using a RHIB so the roles required are reduced. Also think about who in your group has first aid skills and Snorkel Leadership experience. Has anyone visited the trail before and can be asked to take on a briefing or leading role to share that experience with others?

- Snorkel Dive Manager

- Assistant SDM

- Lead Snorkel Diver

- Buddy pairs

- Reference previous training/experience
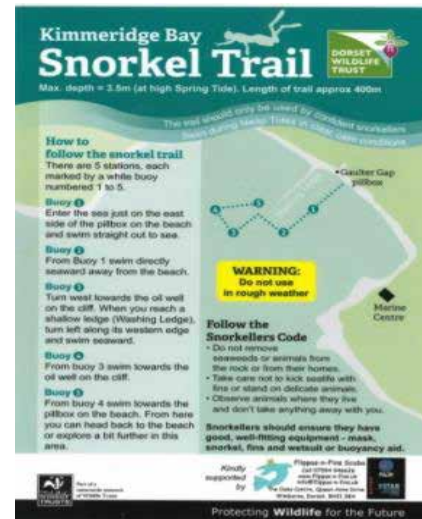
Boat/wave allocations based on constraints

Next get the students to think about how these roles balance out against each other in terms of having appropriate surface cover. If we assume we are snorkel diving in two waves with everyone wanting time in the water we will need to have the following roles allocated across the two waves (where the people listed in the wave will be in the water for that wave)

An example of how this might be done is below. Coach the students to think through the process, the following key points should be discussed

- A dive manager will always be needed on the surface. The role is split between the SDM and Ass SDM. Who should go in the water in the first wave?

- A Cox will be needed on the boat at all times to allow the boat to remain mobile.

- A Lead Snorkel Diver will be needed in each group. (This could be the same person as one of the dry roles i.e. the Cox could also be Lead Snorkel Diver.)

- Which wave should the navigator and shotline deployer be in?

Given that kitting up time is minimal for snorkel diving does it matter?

- Handover time between waves?
  - Need time to brief on what seen, conditions etc.
  - Both from divers to SDM
  - And SDM and Cox to ASDM and ACox
- Keep a mental note of each phase as this will be necessary for the next Activity

Example template below

Wave 1	Wave 2
Snorkel Dive Manager	Assistant SDM
Cox 1	Cox 2
Lead Snorkel Diver 1	Lead Snorkel Diver 2
	Navigator
	Shotline deployment

Activity 2 - Kimmeridge Bay Snorkel Trail Example

Get students to apply the above process to the simplified scenario for the shore diving example.

Wave 1	Wave 2
Snorkel Dive Manager	Assistant SDM
Lead Snorkel Diver 1	Lead Snorkel Diver 2

Activity 3 - Allocation of roles to individuals and to boats if applicable.

For an example one group of people could look at allocating these roles. This will help work through the process of whether we have a suitably balanced team. Do we have enough cox'n? Who will take the lead in the water? Are there any other considerations?

For example we may have the following group:

> 4 Advanced snorkel divers Fred, Bob, Carol and Jo 2 who are cox'n, Carol & Jo

> 4 Snorkel Divers, Chris, Tom, Jack and Joan

Wave 1	Wave 2
Snorkel Dive Manager: Fred	Assistant SDM: Bob
Cox 1: Carol	Cox 2: Jo
Lead Snorkel Diver 1: Carol	Lead Snorkel Diver 2: Bob
	Navigator: Chris
	Shotline deployment: Jack

Having allocated people to waves based on the roles we need to cover we can then share the remaining personnel out.

Further practice

Instructors are encouraged to develop alternative planning examples to allow further practice but should avoid complex and unrealistic examples.

Skills Performance Standards

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

Planning for the allocation of roles for an open water snorkel dive session – The student should have fully participated in the planning of the session and the instructor should be confident that the student could plan a session independently with advice from an instructor to a known site (such as the example used of the Kimmeridge snorkel trail).