

SITETRAIN

HLTAID011 Provide first aid

Assessors Instructions Part 2

Must be read in conjunction with the TAS

Introduction

This Assessment Package outlines the requirements for the assessment of HLTAID011 Provide first aid holistically.

This unit of competency is a requirement for any person who will be exposed to providing first aid during their work day and providing WHS duty of care to their work colleagues.

This unit is designed by Sitetrain for an industrial setting particularly relevant to the mining sector and those industries that service mining.

Unit Information

The unit of competency being assessed is **HLTAID011 Provide first aid**. This competency is drawn from the Resource and Infrastructure Industry training package **HLT**.

The unit can be accessed at training.gov.au at the following link:

<https://training.gov.au/Training/Details/HLTAID011>.

The unit of competency is task orientated and the performance criteria expresses in detail the standard of performance and the sequence these tasks are usually performed. The **HLT** Training Package identifies the unit of competency as the benchmark for assessment.

This unit involves:

1. Written Theory of providing first aid (multiple choice and true/false questions).
2. Practical skills of administering relevant levels of first aid.
3. Clean up.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting. There must be evidence that the candidate has completed the following tasks in line with State/Territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and workplace or site procedures:

- managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise
- managed, in line with ARC guidelines, the unconscious, non-breathing adult, including:
 - performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
 - following the prompts of an automated external defibrillator (AED) to deliver at least one shock
 - demonstrating a rotation of single rescuer operators with minimal interruptions to compressions
 - responding appropriately in the event of regurgitation or vomiting
- managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
 - performing at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface
- managed casualties, with the following:
 - anaphylaxis
 - asthma
 - non-life-threatening bleeding
 - choking
 - envenomation, using pressure immobilisation
 - fractures, dislocations, sprains and strains, using appropriate immobilisation techniques
 - minor wound cleaning and dressing
 - nosebleed

- shock Assessment Requirements for HLTAID011 Provide First Aid Date this document was generated: 22 September 2021 Approved Page 3 of 5 © Commonwealth of Australia, 2021 SkillsIQ
- responded to at least one simulated first aid incident contextualised to the candidate's workplace or community setting, where the candidate has no knowledge of the casualty's condition prior to starting treatment, including:
 - identifying the casualty's illness or injury through history, signs and symptoms
 - using personal protective equipment (PPE) as required
 - providing appropriate first aid treatment
 - conveying incident details to emergency services or advising casualty on any required post incident action
 - providing an accurate verbal and written report of the incident
 - verbally reviewing the incident.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- guidelines and procedures including:
 - ARC guidelines relevant to the provision of first aid
 - first aid guidelines from Australian national peak clinical bodies
 - potential incident hazards and risk minimisation processes when providing first aid
 - infection control procedures, including use of standard precautions and resuscitation barrier devices
 - requirements for currency of skill and knowledge
 - first aid codes of practice
 - appropriate workplace or site procedures relevant to the provision of first aid
 - contents of first aid kits
- legal, workplace and community considerations including:
 - duty of care requirements
 - own skills and limitations
 - consent and how it relates to the conscious and unconscious casualty
 - privacy and confidentiality requirements
 - awareness of potential need for stress management techniques and available support for rescuers
- considerations when providing CPR, including:
 - upper airway and effect of positional change
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - safety and maintenance procedures for an AED
 - chain of survival
 - how to access emergency services
- techniques for providing CPR to adults, children and infants including:
 - how to recognise that a casualty is unconscious and not breathing normally Assessment Requirements for HLTAID011 Provide First Aid Date this document was generated: 22 September 2021 Approved Page 4 of 5 © Commonwealth of Australia, 2021 SkillsIQ
 - rate, ratio and depth of compressions and ventilations
 - correct hand positioning for compressions
 - basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- signs, symptoms and management of the following conditions and injuries:
 - allergic reaction
 - anaphylaxis
 - asthma
 - non-life-threatening and life-threatening bleeding
 - burns

- cardiac conditions, including chest pain
- choking
- diabetes
- drowning
- envenomation - all current treatments
- eye injuries
- fractures, dislocations, strains and sprains
- head, neck and spinal injuries
- hypothermia
- hyperthermia
- minor wounds
- nose-bleed
- poisoning
- seizures
- shock
- sharps injuries
- stroke.

Entry Requirements

There are no entry requirements for this course.

Pre-requisites

The unit of competency has no pre-requisites units.

Licencing requirements

There are no specified licensing requirements to undertake this unit.

Equipment list

- Projector in case.
- Speakers in case.
- Computer in laptop bag with power cord.
- Instructor compendium.
- Extension cord and power board.
- Presenter remote.
- CPR equipment (Adult and Infant dummies)
- General First Aid equipment (bandages, breath masks, first aid kit fully stocked).
- Practice Defibrillator/s.
- Enrolment forms.
- Assessment booklets.
- Australian/ New Zealand Standards 2865:2009.
- Organisational policies and procedures, standard operating procedures,
- Relevant regulatory requirements that inform codes of practice and applicable legislation (WA or NSW).
- Printed Student Assessment Packs one per student.
- Printed Assessor Performance assessments and results one per student.
- Printed Assessors Instructions one only.
- Learner Guides for HLTAID011 Provide first aid one each per student.
- Suitable classroom or open area, which is suitable to conduct the theory assessment.
- Each student requires a Blue/black pen to record their responses.
- Student Handbook one per student.
- Suitable classroom floor area and furniture to accommodate all participants.
- Analogue/ digital wall clock.

Checked in-date equipment such as but not limited to:

- PPE such as gloves, face masks, eye shields

Rev Date: 03/09/21	Doc ID: HLTAID011 (Assessor Instruction) V2 Part 2 .docx	Version #: 2	Approved By: D.Palazzi	Date Approved: 03/09/21	Page 4 of 41
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Pre-assessment Brief/Student Instructions

It is very important that you as the Assessor provide the students with crucial information on how the day's activities are going to be structured and what is expected of them during the assessment activities to achieve competence.

Use the following as a structure to base your engagement of the students and direct them to digest the information they are required to understand.

1. Meet and greet – use this time to complete the student attendance sheet.
2. Explain the enrolment form, USI form, POI declaration form and the page where the student signs the declaration of understanding and inform them of the feedback section. Answer any questions about the forms and direct the answers to the entire class. Allow sufficient time for ALL students to complete these forms and ask if anyone has had issues completing. Provide assistance where required and do not move onto the next step until all students have indicated they are finished.
3. Provide a brief overview of the entire unit's activities, use the Session Plan and Timing/Class Numbers at the end of the TAS for detailed hours.
4. Inform the students of how the assessments are structured and a brief overview of what is expected of them using the assessment summary table on next page.
5. After you have read the summary, instruct students to read each set of Student Assessment Instructions for each assessment activity and again answer any questions by directing your answers to the class.
6. You may now begin the course.

Please ensure you cover the following:

- Explain the purpose of the assessment and the assessment process.
- Explain the consequence of not meeting the requirements of the assessment.
- Explain the unit of competency to be assessed and the evidence to be collected.
- Ensure explanation of Identify Individual Needs of the student encouraging students to identify as and, where applicable, negotiate reasonable adjustment for individual needs without compromising the competency outcomes.
- Seek feedback regarding the student's understanding of the unit of competency, evidence requirements and assessment process.
- Explain the Students Handbook and where students can get a copy. The Student Handbook, is available from you the trainer, or by contacting Sitetrain directly or by downloading a copy from our website. www.sitetrain.com.au.

Assessment Overview

The completion of two knowledge assessments and four practical assessments will assess the units of competency.

There are three assessment activities for the assessment of this unit. These are:

Number	Method	Description
HLTAID011 Theory Assessment 1	Classroom 60 minutes	The student must provide a written or verbal response to multiple choice questions which address the knowledge requirement of the unit. The student must attempt to answer all questions. The assessment is supervised in a classroom setting and conducted over 1 hour
HLTAID011 Theory Assessment 2	Classroom 15 Minutes	The student must provide a written or verbal response to true/false choice questions which address the knowledge requirement of the unit. The student must attempt to answer all questions. The assessment is supervised in a classroom setting and conducted over 15 minutes
HLTAID011 Performance Assessment 1	Individual but students paired 6 minutes	Respond to an adult in a local shopping centre who has collapsed in the food court and is unresponsive and manage the unconscious, non-breathing casualty until paramedics arrive, including: <ul style="list-style-type: none"> • Recognising and assessing the emergency situation • Ensuring the safety of yourself, any bystander and the casualty • Assessing the casualty and determining if there is a need for cardiopulmonary resuscitation (CPR) • Place casualty in recovery position • Seeking assistance from emergency services • Performing CPR in accordance with ARC guidelines • Displaying respectful behaviour towards the casualty • Performing first aid in accordance with first aid principles • Using available resources and equipment to make the casualty as comfortable as possible • Operating an automated external defibrillator (AED) according to manufacturer's instructions. • Rotating to Paramedic with minimal interruptions to compressions • Accurately conveying the incident details to the emergency services • Reporting the details of the incident in line with workplace or site procedures
HLTAID011 Performance Assessment 2	Individual 5 minutes	Respond to an infant collapsed in a Child Care Centre where infant is unresponsive and manage the unconscious, non-breathing infant until paramedics arrive including: <ul style="list-style-type: none"> • Recognising and assessing the emergency situation • Ensuring the safety of yourself, any bystander and the casualty • Assessing the casualty and determining if there is a need for cardiopulmonary resuscitation (CPR) • Seeking assistance from emergency services

		<ul style="list-style-type: none"> • Performing first aid and CPR in accordance with ARC guidelines • Displaying respectful behaviour towards the casualty • Using available resources and equipment to make the casualty as comfortable as possible • Monitoring the casualty's condition and respond using first aid principles DRSABSD
HLTAID011 Performance Assessment 3	Individual but students paired 15 minutes	Assess the student's knowledge essential to the management of the following conditions and injuries: <ul style="list-style-type: none"> • anaphylaxis • asthma • non-life-threatening bleeding • choking • envenomation, using pressure immobilisation • fractures, dislocations, sprains and strains, using appropriate immobilisation techniques • minor wound cleaning and dressing • nosebleed • shock

Please note: An assessment of (Not Yet Satisfactory) for any performance/knowledge criteria will prevent a verdict of **competent** for this unit until the student can demonstrate competence in assessment activities. All final assessment results are to be recorded in the Assessor Performance Assessment and Results Document.

Benchmarks for Assessment

In accordance with the appropriate training package, the endorsed unit of competency are the benchmarks for assessment. The unit of competency being assessed has been unpacked to identify the required knowledge and skills to be demonstrated by the student.

Assessment must also take into consideration the ARC Guidelines.

Model answers have been developed. Where assessment is performance based, observational performance guidelines have been developed for Trainer/Assessor to ensure reliability.

Knowledge Assessment 1 – 60 minutes

To support reliability in the theory assessment, model answers have been produced for knowledge assessment and should be used as the benchmark for assessment.

Model answers are provided in the Assessor Instructions.

Knowledge Assessment 2 – 15 minutes

To support reliability in the theory assessment, model answers have been produced for knowledge assessment and should be used as the benchmark for assessment.

Model answers are provided in the Assessor Instructions.

Performance Assessment 1 –Adult collapsed in a retail area – 6 Minutes Individual but students paired

The following forms the basis of the evidence that you need to collect from students for assessment in this assessment task. The task and specific assessment requirements that are given to students are also outlined.

- Refer to all the red and italic text for a guide to suggested answers and benchmarking for assessments and also for instructions on how to use the assessment tools.
- Ensure all outlined conditions of assessment requirements are met.
- For each assessment task, an Assessment Result Sheet form for the student is completed. This is located at the end of each assessment task in the Student Pack
- This Assessment Result Sheet allows the trainer/assessor to record the following items:
 - The outcome of the assessment tasks as either Satisfactory (S) or Not Satisfactory (NS).
 - Feedback to the student
 - The student declaration
 - The Trainer/Assessor declaration
- The trainer/assessor and the student must sign the Assessment Result Sheet to show that the student was provided with the task outcome.
- Once all assessment tasks allocated to this Unit of Competency have been undertaken, the Student's Assessment Plan is completed to record the unit outcome. The outcome will be either Competent (C) or Not Yet Competent (NYC).

Performance Assessment 2 – Infant collapsed in Child Care Centre - 5 Minutes Individual

The following forms the basis of the evidence that you need to collect from students for assessment in this assessment task. The task and specific assessment requirements that are given to students are also outlined.

- Refer to all the red and italic text for a guide to suggested answers and benchmarking for assessments and also for instructions on how to use the assessment tools.
- Ensure all outlined conditions of assessment requirements are met.
- For each assessment task, an Assessment Result Sheet form for the student is completed. This is located at the end of each assessment task in the Student Pack
- This Assessment Result Sheet allows the trainer/assessor to record the following items:
 - The outcome of the assessment tasks as either Satisfactory (S) or Not Satisfactory (NS).
 - Feedback to the student
 - The student declaration

- The Trainer/Assessor declaration
- The trainer/assessor and the student must sign the Assessment Result Sheet to show that the student was provided with the task outcome.
- Once all assessment tasks allocated to this Unit of Competency have been undertaken, the Student's Assessment Plan is completed to record the unit outcome. The outcome will be either Competent (C) or Not Yet Competent (NYC).

Performance Assessment 3 – Specific conditions and injuries – 15 Minutes

Individual but students are paired

The following forms the basis of the evidence that you need to collect from students for assessment in this assessment task. The task and specific assessment requirements that are given to students are also outlined.

- Refer to all the red and italic text for a guide to suggested answers and benchmarking for assessments and also for instructions on how to use the assessment tools.
- Ensure all outlined conditions of assessment requirements are met.
- For each assessment task, an Assessment Result Sheet form for the student is completed. This is located at the end of each assessment task in the Student Pack
- This Assessment Result Sheet allows the trainer/assessor to record the following items:
 - The outcome of the assessment tasks as either Satisfactory (S) or Not Satisfactory (NS).
 - Feedback to the student
 - The student declaration
 - The Trainer/Assessor declaration
- The trainer/assessor and the student must sign the Assessment Result Sheet to show that the student was provided with the task outcome.
- Once all assessment tasks allocated to this Unit of Competency have been undertaken, the Student's Assessment Plan is completed to record the unit outcome. The outcome will be either Competent (C) or Not Yet Competent (NYC).

Recording Assessment Tasks in the Performance Assessment

Assessor Performance Assessments and Results Document

This document provides detailed benchmarks for Assessor for performance assessments. The performance requirements for Performance Assessments 1 to 3 must be completed during practical assessments to ensure the Trainer is using the performance benchmarks for each skill/behaviour is being demonstrated during practical assessments. This ensures reliability of assessment decisions.

Knowledge Assessments can be completed as the students complete the assessments and you have made a determination on results of assessment is either Satisfactory or Not Satisfactory.

Not Yet Competent/Re-Assessment

See TAS.

Resource Requirements

See TAS.

Reasonable Adjustment

See TAS.

Assessor Instructions – Knowledge Assessment 1

The Assessment Task

This task requires the student to complete a written or verbal response to 60 multiple choice questions. The questions within this assessment relate directly to the integrated knowledge contained within the unit of competency and are fundamental to the student’s ability to perform first aid correctly.

Students can access reference material while completing this assessment.

Assessment Procedure

The student is to be provided a briefing on the assessment and be provided 5 minutes to review the question and seek clarification on the assessment. This is an opportunity to seek clarification about the assessment and the wording of questions contained within the assessment. Questions should be responded to the entire group in order to ensure all participants have a shared understanding of the assessment requirement. The knowledge assessment paper should be issued once all students are seated and after the Assessor has issued the assessment briefing. Students are to be provided 5 minutes to review the knowledge assessment, be requested not to talk and direct any questions to the Assessor. During the assessment the Assessor is to monitor students to ensure the authenticity of the assessment and respond to student questions. When a student has completed the assessment, they are to leave the area and pass their completed assessment paper to the Assessor. All students are to be monitored until the completion of the assessment or the allocated time has lapsed.

Following the assessment, the student’s responses are to be assessed and marked as appropriate. Students who have provided incorrect responses are to be engaged in a one-on-one discussion to verbally moderate the student’s knowledge. The Assessor must have confidence that the student holds the required knowledge. The Assessor should record their observations about the student’s demonstrated knowledge and must retain the completed written assessment as evidence of the completed assessment activity. Students are expected to achieve 100% on knowledge assessment.

The Context of Assessment

The assessment is to be conducted in a classroom setting or an appropriate open space which is free from distractions. Students should complete the knowledge assessment seated at a desk or an appropriate surface to allow them to record their responses. Students should be seated with enough space to prevent them sharing responses or viewing each other’s written work. Students will require a blue/black pen to record their responses. The classroom or area should display a clock to allow students to monitor their time. The assessment area should allow for a separate area where students who have completed can go to allow those continuing to complete the assessment without distraction.

Limitations

The following limitations apply:

- The students will have 1 hour to complete the assessment.
- The assessment can be completed with access to references.
- Student’s responses are to be recorded in writing or may be provided verbally (MP3 recorded format preferred).

Benchmark for Assessment

Knowledge Assessment 1 ANSWERS

The student must answer all questions correctly to complete this assessment with the satisfactory result.

1. In the ARC guidelines, what does the term CPR stands for?
 - a) Cardio Pulmonary Resource
 - b) Cardio Pulse Response
 - c) Cardio Pulmonary Resuscitation**
 - d) Cardio Pulmonary Response

2. In the ARC guidelines what does the term DRSABCD stands for?
 - a) Danger, Defibrillation, Airway, Send for Help, Breathing, Compressions
 - b) Shake and Shout, Airway, Breathing, Circulation
 - c) COWS, Airway, Breathing, CPR
 - d) Danger, Response, Send for help, Airway, Breathing, Compressions, Defibrillation**

3. Select the correct position of hand and depth of chest compressions when performing CPR?
 - a) Just below the right collar bone – 1/2 chest depth
 - b) On the lower half of the stomach – 1/3 chest depth
 - c) Top half of the sternum (breast bone) to the left of the chest – 1/3 chest depth
 - d) Lower half of the sternum (breast bone) in the centre of the chest at nipple line – 1/3 chest depth**

4. Select the four steps of the chain of survival in order:
 - a) Early CPR, Early advanced life support, Early control of bleeding, Early reporting
 - b) Early rescue breaths, Early chest compressions, Early defibrillation, Early call for help
 - c) Early access (call for help), Early CPR, Early defibrillation, Early advanced life support**
 - d) Early CPR, Early call for help, Early assistance, Early debriefing

5. A casualty requires CPR if they:
 - a) Are not breathing normally
 - b) Are not breathing normally, are unconscious and unresponsive**
 - c) Are breathing normally
 - d) Are unconscious, unresponsive and breathing normally.

6. During and following any emergency situation you should:
 - a) Check for relevant hazards, maintain a safe environment, removing risk as they occur
 - b) Gain consent from the conscious casualty, remain culturally aware, be sensitive and respectful and maintain confidentiality regarding the situation
 - c) Debrief after situation and seek support if suffering signs of post-traumatic stress, e.g. anxiety, sleeplessness, depression or other stress related symptoms
 - d) All of the above**

7. When should an automated external defibrillator (AED) be used?
 - a) On a casualty who is unconscious, unresponsive and not breathing normally**
 - b) On a casualty who is breathing normally
 - c) During an asthma attack once the person can no longer talk in full sentences
 - d) On a casualty complaining of chest pain

8. After turning the AED on and following the prompts, it is important that when the heart rhythm is being analysed:
 - a) CPR continues
 - b) You shout, "Stand Clear", CPR stops and nobody touches the casualty**
 - c) You continue to give rescue breaths but stop compressions
 - d) You keep your finger depressed on the shock button

9. A casualty is found to be unconscious and unresponsive, has a clear airway and is breathing with no major blood loss. What should you do?
 - a) Call 000, place the casualty into the recovery position and continue to monitor**
 - b) Call 000, lay the casualty on their back with their legs raised and monitor
 - c) Scream and run away
 - d) Do not touch the casualty and call 000

10. When performing CPR on adults, children and infants, which adjustments must be made?
- Head tilt and size of rescue breaths
 - The number of hands/fingers used to compress chest
 - Both (a) and (b)**
 - You do not make any adjustments, they are all the same
11. What is the correct ratio of chest compressions to breaths, while performing CPR?
- 15 compressions: 2 breaths
 - 30 compression: 2 breaths**
 - 5 compressions: 1 breath
 - 10 compressions: 2 breaths
12. After treating a casualty in a workplace, you must continue your Duty of Care by recording and reporting the details of the incident to your supervisor. The report must be confidential and include which of the following?
- The casualty's details, what happened, injuries sustained, and any treatment given**
 - The casualty's licence number and contact number
 - You do not have to fill out a report at work, that is for your supervisor to do
 - Nothing as it is all too personal and embarrassing for the casualty
13. When calling 000, the call taker will ask which of the following questions?
- What happened?
 - How many casualties and their age?
 - The conscious level of the casualty/casualties?
 - All of the above**
14. A conscious casualty is complaining of central chest pain, shortness of breath and his skin appears clammy. What is the correct first aid treatment for this casualty?
- Rush the casualty to the nearest hospital in your car
 - Reassure casualty, call 000, place casualty in a position of comfort, keep casualty calm and assist with the administration of prescribed relevant medications they have**
 - Lay the casualty in the recovery position and call 000
 - Encourage the casualty to rest until the chest pain stops
15. A student you know who has a severe allergy is stung by a bee. He suddenly complains of difficulty in breathing, dizziness, abdominal pain. Should you?
- Administer adrenaline to him, call an ambulance if he collapses
 - Let casualty sit up, prevent further exposure to the triggering agent if possible, administer adrenaline (epinephrine) via intramuscular injection and call an ambulance.**
 - Perform back blows and chest thrusts to clear his airway, call 000 for an ambulance if this is unsuccessful, commence CPR if required
 - Apply a cold compress to his throat and administer adrenaline if he stops breathing
16. A known diabetic becomes confused and disorientated. What is the correct first aid treatment for this casualty?
- Place the casualty in a comfortable position, reassure and give them a sugary drink or jelly beans**
 - Place the casualty on their back with their legs raised and call 000, treat the cause of the shock
 - Place the casualty in a comfortable position and provide reassurance, but do not allow the casualty to eat or drink until they have seen a doctor
 - Place the casualty in the lateral position and assist them in administering their insulin
17. A casualty has splashed a chemical into their eyes. What is the first aid management?
- Apply a cold compress to their eyes and call 000
 - Call 000, flush the eyes freely with tap water for at least 20 minutes and reassure the casualty**
 - Cover both eyes with a bandage, reassure the casualty and call 000
 - Place casualty in a comfortable position, reassure the casualty and wait for the ambulance to arrive
18. A child at a school carnival suddenly collapses after running in a long-distance race. The child's skin is red, hot and dry to touch and is not sweating. You should immediately?
- Position the casualty on their back, provide a cool, sweet drink and ring their parent to pick them up. Call 000
 - Position the casualty on a comfortable chair, provide a large, cool drink to rehydrate them quickly. Call 000,

- c) **Position the casualty in a comfortable position in a shady area, assist the casualty in removing excess clothing, soak with any available water, fan vigorously and apply cool sponges to the casualty's body and give frequent, small amounts of water to drink. Call 000**
- d) Call 000, position the casualty in the lateral position in a shady area to cool down and returned to your assigned duties
19. A person is rescued from icy water and is uncoordinated, shivering and has pale, cool skin. As well as calling 000, what is the correct first aid treatment for this?
- a) **Place the casualty in a comfortable position, remove from the cold environment, monitor their vital signs, dry and gently warm the body. Give warm fluids only if the casualty is fully conscious.**
- b) Place the casualty in the lateral position, monitor their vital signs, rapidly warm their body in front of a heater
- c) Place the casualty in a comfortable position, monitor their vital signs, massage the casualty's limbs
- d) Place the casualty in the lateral position
20. A young child has swallowed a household cleaner. What is the first thing you should do?
- a) **Try to find out how much has been taken and when you know, call 13 11 26 and follow the advice**
- b) Induce vomiting immediately, call 000
- c) Give the child a drink of milk immediately, call 000
- d) Walk the child around until the ambulance paramedics arrive
21. A young child has pulled a pot of boiling water off the stove. It has tipped over the body. How should you treat this injury?
- a) Apply burn cream to the burn area and call 000
- b) **Cool the burn area with cool running water for at least 20 minutes, cover with clean lint-free dressing or plastic wrap, call 000**
- c) Apply burn cream and drive the patient to the nearest hospital
- d) Cool the burnt area only with water for 20 minutes and then drive to the nearest hospital
22. A person collapses in front of you and appears to be having a seizure. What is the correct first aid treatment?
- a) Roll the casualty onto their back, hold their tongue with your fingers, monitor vital signs, call 000
- b) Roll the casualty into the lateral position, dial 000 and monitor their vital signs
- c) Remove casualty from danger, hold their tongue with your fingers, monitor vital signs, call 000
- d) **Remove any objects that may cause an injury, dial 000, roll the casualty into the lateral position when practically possible. Note the time the seizure starts. Continuously monitor the casualty.**
23. What are the treatment steps you should take if you suffer a needle stick injury (from a used needle)?
- a) Say nothing. It's embarrassing and will only cause people to make jokes about you
- b) Apply an ice pack for the pain and cover with a band-aid
- c) Try to find the person who left the needle there so that you can find out if they have any communicable diseases that you should be worried about
- d) **Never squeeze blood from the site of injury, wash the area thoroughly with warm soapy water, apply antiseptic, cover with a band-aid and seek medical attention immediately**
24. A conscious person suffering from a suspected stroke should be treated by?
- a) Giving aspirin, laying the casualty on their back with their head raised and call 000
- b) Laying casualty flat on their back with their feet raised, call 000 and monitor
- c) **Calling 000, place casualty in a comfortable position, loosen tight clothing, support their head and shoulders if required, reassure and monitor**
- d) Laying casualty in the left lateral position with the head raised and call 000
25. After being hit in the head, a person is irritable, uncooperative, suffering from short-term memory loss and feeling tired. What should you do?
- a) **Call 000, place patient in a comfortable position, reassure, keep still and support head, shoulders and neck**
- b) Think spinal injury, reassure and take vital signs as required. Suggest they see their GP within 24 hours
- c) Keep them moving so they 'walk it off.'
- d) Maintain an open airway, sit the casualty down, leaning forward and ask them to support the jaw. Call 000

26. You are out bushwalking with a friend. Your friend gets bitten by a snake. Should you?
- Catch the snake to see what type it is, then call 000
 - Apply a tourniquet as quickly as possible above the bite site, then call 000
 - You and your friend should run away quickly and get help
 - When safe, lay your friend down, reassure and apply a pressure-immobilisation bandage, then call 000**
27. A casualty has been crushed by an object which is still in place; would you remove the object (crushing force)?
- Yes, immediately if possible and safe to do so. After doing so, assess the casualty and be prepared to perform CPR**
 - Yes, if it were on the lower part of the body, but not if it was on the casualty's head or chest
 - No, it should not be removed
 - No, it should only be removed once emergency services arrive to assist
28. The correct treatment for bleeding includes which of the following?
- Direct pressure**
 - Elevation
 - Run under cold water, then apply ice
 - Both a and b
29. A casualty presents with difficulty breathing, cannot speak in full sentences, appears distressed, is pale and possibly with a wheeze. How would you treat them?
- Sit the casualty in an upright position, give 4 puffs of reliever medication with 4 breaths after each puff, wait 4 minutes and if there is no improvement, repeat treatment and call an ambulance immediately**
 - Tell them to sit down and get their breath back
 - Get them to lie on their back and raise their legs
 - Put them in the lateral position and administer back blows
30. Which of the following groups of signs and symptoms may indicate shock?
- Pale, cool, clammy skin, weak rapid pulse, increased breathing rate, nausea and or vomiting, deteriorating conscious state**
 - Flushed, dry and hot skin, strong and fast pulse, headache and confusion
 - Pale skin, slow pulse, dizziness, nausea and loss of consciousness
 - Grey skin, breathlessness and anxiety
31. Rest, Ice, Compression, Elevation and Referral is the technique used for which type of injury?
- Obvious fractures and dislocations
 - Sprains, strains and contusions**
 - Abdominal injuries
 - Bleeding
32. The correct first aid treatment for a fracture or a dislocation is to?
- Attempt to re-align the bone
 - Immobilise the injured joint or bone in the position found and treat for shock if required**
 - Use the RICER technique
 - None of the above
33. You suspect a deep airway obstruction, and after encouraging the conscious casualty to cough, the casualty is becoming cyanosed, gasping for air and becoming extremely distressed. Should you?
- Call 000 and wait for the ambulance to arrive
 - Call 000, roll the casualty on their side and check their airway again
 - Reassure the casualty, call 000, Give 5 back blows, checking the airway after each blow, if airway still obstructed, deliver up to 5 chest thrusts checking the airway after each thrust**
 - Call 000 and administer some Ventolin
34. If applying an AED to an infant, ensure that:
- The pads do not touch each other
 - Paediatric pads are used if available (place on the front of the chest/middle of the back)
 - The child is unconscious and not breathing normally
 - All of the above**

35. Fill the gaps, using one of the statements below, in the following Resuscitation Summary Chart:
- a) **Duration of breaths: 1 second; breaths: 2 breaths**
 - b) Duration of breaths: 2 second; breaths: 1 breath
 - c) Duration of breaths: 1 second; breaths: 4 breaths
 - d) Duration of breaths: 2 second; breaths: 4 breaths

Resuscitation Summary Chart			
CPR	Adult (8 years of age and older)	Child (1-8 years of age)	Infant (Less than one year)
Check the scene Establish unresponsiveness	Is the scene safe to help? Wake and shout - gently squeeze or tap shoulders - are you OK?		
Compression location	Centre of chest		Just below nipple line on breastbone
Compression method	2 hands: heel of 1 hand, other hand on top (or 1 hand for children)		2 fingers: middle and ring
Compression depth	1/3 depth of chest		
Compression rate	100 per minute		
Compression breaths	30:2		
Duration of breaths	_____		
Breaths	_____		

36. How would you identify what your own skills and limitations are in relation to administering assistance to CPR? *
- a) **The treatment I give is limited to what I have been taught**
 - b) **Regardless of my training, any attempt at CPR is better than no attempt**
 - c) **I should not attempt any medical procedure that could be a risk to the casualty**
 - d) The accident scene is too overwhelming for me to attempt the CPR
37. Why is it imperative to debrief and evaluate your performance?
- a) To reduce the psychological stress, you experience from the incident
 - b) To share your experience and further development
 - c) To improve future response
 - d) **All of the above.**

38. What are two imperative things you must do prior to defibrillating a casualty?
- Touch the casualty
 - Give stand clear instructions loudly.**
 - Visually inspect and ensure nobody is touching the casualty**
 - Place your hand on the casualty
39. When managing a casualty, as a first aider, you must:
- Be culturally aware and sensitive
 - Communicate gently and in a respectful manner
 - Be understanding, calm and reassuring
 - All of the above**
40. Once you have commenced CPR, what would be a valid reason to stop CPR?
- Physically exhausted to perform the CPR
 - Medical help arrives and takes over
 - The accident scene is no longer safe
 - All of the above**
41. You are in a café when a fight occurs between two people. You notice one of them holding onto their abdomen, looking pale, and there is blood coming through their fingers. What is your first action as a first aider on the scene?
- Follow DRSABCD,
 - Place the casualty on the back with knees slightly raised and supported,
 - Loosen clothing, cover protruding organs with aluminium foil or plastic food wrap, or a large, non-stick sterile dressing, soaked in sterile saline (clean water if saline is not available), call 000
 - All of the above**
42. What is the minimum age limit of a casualty for using an AED?
- The minimum age is 3 years old
 - The minimum age is 5 years old
 - No minimum age for using AED**
 - The minimum age is 4 years old.
43. Select two anatomical differences between a child and an adult?
- The airway is funnel-shaped and narrowest at the level of the cricoid cartilage in children as compared to adults**
 - Children have a large head, short neck and a prominent occiput.
 - The tongue is large in children as compared to adults**
 - An adult heart is smaller than a child's heart
44. Select the correct first aid management for soft tissue injuries:
- Rest, Ice, Compression, Elevation
 - Sit the casualty in a comfortable position
 - Seek medical advice if the pain is severe
 - All of the above**
45. List the best method to treat a casualty who is bleeding from a head injury?
- Apply direct pressure to the wound and call 000**
 - Lay casualty on the ground, with wound facing downwards and call 000
 - Apply a wet towel to head and call 000
 - Check if the wound is spongy, and if not, carefully apply direct pressure and call 000**
- Either a) or d) can be the correct answer!**
46. What are any four sign and symptoms of a fracture?
- Crack in the bone, Deformity, Shortening of the injured limb, loss of movement, pain**
 - Pain, anxiety, increased heart rate, deformity
 - Unable to weight bear on the limb, pain, anxiety
 - Pain, nausea, vomiting, anxiety

47. FAST is a commonly used abbreviation for signs of a stroke. FAST stands for:
- First Aid, Airway, Send for Help, Tongue
 - Facial weakness, Arm weakness, Speech difficulty, Time to act fast**
 - Faint, Allergy, Shock, Transient Ischaemic Attack [d] Faint, Allergy, Shock,
 - Faint, Allergy, Shock, Temperature
48. What are the signs and symptoms of a heart attack?
- Heavy pain in the chest / sometimes radiating
 - Fatigue / Dizziness
 - Nausea / Vomiting
 - All of the above**
49. When the spinal cord is damaged, there may be:
- Floating sensations (described as if the patient has become detached from their body)
 - Loss of sensation or tingling and burning feelings. Loss of bladder or bowel control
 - Loss of control or weakness of the limbs. All movement may be absent.
 - All of the above**
50. Assessment of the first aid scene includes the following steps:
- Identify any hazards within the environment or to the casualty
 - Assessment and recognising potential causes of risks
 - Classifying the types and severity of injuries
 - All of the above**
51. Potential hazard in a first aid scenario includes:
- Bystanders, aggressive family members and other people involved at risk
 - Exposure to body fluids, vomit and blood
 - Dangling powerlines, traffic at a roadside accident fire, smoke and inhalation of dangerous fumes
 - All of the above**
52. Reviewing a first aid incident should involve the following:
- A first aid officer with appropriate training and skills
 - Identifying signs of stress and referral to seek assistance
 - Documentation as per workplace requirements and follow-up actions for improvements.
 - All of the above**
53. The psychological impacts of a stressful first aid incident can be:
- Emotional changes - anxiety, fear, anger, sadness or frustration.
 - Behavioural changes-irritability, substance abuse, anger issues
 - Both A and B**
 - None of the above
54. You are going swimming with a friend. Your friend starts bleeding from the nose. You should:
- Apply pressure equally to both sides of the nose, over the soft part below the bony bridge (usually between the thumb and index finger).
 - Sit up the casualty with head leaning forward to avoid blood flowing down the throat.
 - Encourage the casualty to spit out blood rather than swallow it as swallowed blood irritates the stomach and causes vomiting, which can worsen the bleeding. If bleeding continues for more than 20 minutes, call an ambulance
 - All of the above**
55. You are working in a warehouse. One of your colleagues has sustained an injury from a machine and is bleeding profusely. You have called an ambulance. What actions you would take as a first aider.
- Reassure and assist the casualty into a position of comfort, preferably lying down.
 - Keep the casualty warm, monitor the vital signs at frequent intervals. Administer oxygen if available and trained to do so
 - Treat shock. If the casualty becomes unresponsive and not breathing normally, start CPR.
 - All of the above**

56. You are working in a remote location with a friend. Your friend has cut his arm with a saw and is bleeding. You have noticed signs of increased pulse rate, rapid breathing, pale and clammy skin. Your friend is almost collapsing. You have rung 000 and an ambulance is on the way. What actions should you take as a first aider while waiting for the ambulance?
- Reassure the casualty, assist the casualty into a position of comfort, preferably lying down. Control any bleeding promptly. Reassure and constantly re-check the person's condition for any change. Treat shock**
 - Keep the casualty cold, monitor the vital signs at frequent intervals.
 - If the casualty becomes unresponsive and not breathing normally, Do not start CPR.
 - You should just monitor the casualty closely.
57. The common sign and symptoms of a near-drowning casualty include:
- Vigorous breathing efforts or holding of breath. Rapid heart rate.**
 - Normal respiratory rate
 - Nausea and vomiting
 - Decreased heart rate
58. The common sign and symptoms of a diabetic casualty with hypoglycemia include:
- Sweating, pallor (pale skin), especially in young children, a rapid pulse;
 - Shaking, trembling or weakness, hunger, light headedness or dizziness;
 - Confusion, inability to concentrate, slurred speech, headache
 - All of the above**
59. The major signs and symptoms of heat-induced illness:
- High body temperature, dizziness and faintness
 - Nausea, vomiting or diarrhoea, dry skin
 - Decreasing levels of consciousness, confusion or seizures.
 - All of the above**

Benchmark for Assessment

Knowledge Assessment 2 ANSWERS

The student must answer all questions correctly to complete this assessment with the satisfactory result. Students can access reference material while completing this assessment.

1	All drowning casualties should be turned on their side to clear their airway.	<i>True</i>
2	Minor skin injuries <u>must</u> be washed with antiseptic before being covered with a clean dressing	<i>True</i>
3	Bruising, swelling, blood in urine or stools, pain and guarding are all possible signs and symptoms of abdominal injuries and required urgent medical attention.	<i>True</i>
4	An embedded object in a casualty's eye or an insect in a casualty's ear should be gently removed with tweezers or a cotton bud.	<i>False</i>
5	You are performing CPR on a lady who is heavily pregnant. She should be placed on her back with her right buttock slightly elevated.	<i>True</i>
6	The currency of First Aid skills must be in line with specific industry/state/legislative requirements	<i>True</i>
7	Use of standard precautions, including gloves, goggles, and resuscitation masks/face-shields reduce the risk of cross-infection of communicable diseases when treating a casualty	<i>True</i>
8	You must not stop CPR even if you are exhausted and your safety is at risk or the casualty begins to breathe normally	<i>False</i>
9	Wash your hands thoroughly with soap and water and put on gloves before encountering a wound, blood or other body fluids	<i>True</i>
10	All patient first aid records in the workplace are to be kept confidential and secure unless requested by a legal authority, the patient or an authorised person in the workplace.	<i>True</i>
11	A designated first aider in the workplace has a duty of care to provide first aid in the event of an emergency or illness/injury in that workplace.	<i>True</i>
12	Emergencies can often result in emotional stress, trauma, anxiety and distress. It is best that you seek assistance to help you with any of these issues.	<i>True</i>
13	As per the Australian Resuscitation Council, CPR training be completed at least annually.	<i>True</i>
14	As per Safe Work Australia, First Aid in the Workplace (Code of Practice), refresher training in first aid qualifications should be conducted every three years	<i>True</i>
15	Standard precautions such as PPE and eye shields do not help prevent contamination from a casualty's body fluids	<i>False</i>
16	A report should be kept confidential unless requested by a legally authorised person	<i>True</i>
17	Once you have commenced CPR, you have a legal obligation to fulfil your duty of care to the victim	<i>True</i>
18	In any emergency, a first aider may disclose personal information about a casualty's wellbeing without their consent to paramedics.	<i>True</i>
19	It is normal for an unconscious victim to take the occasional gasping breaths	<i>True</i>
20	An infant trachea is soft and pliable and could become compressed by an excessive backward head tilt	<i>True</i>
21	Always seek consent from a conscious casualty before proceeding with treatment	<i>True</i>
22	A conscious casualty who suffers a deep airway obstruction should receive CPR immediately	<i>False</i>
23	The airway can be blocked by the tongue relaxing and falling back against the throat	<i>True</i>
24	As a first aider, you should not be sensitive and respectful while assisting others	<i>False</i>

25	It is essential for the first aider to monitor the casualty's condition and respond in accordance with first aid principles	<i>True</i>
26	A poison may be injected, inhaled, ingested (through the mouth) or absorbed (through the skin)	<i>True</i>
27	Hypoglycaemia or low blood sugar in a diabetic casualty is often caused by missing a meal	<i>True</i>
28	The young child's tongue is relatively larger in the oropharynx than the adults.	<i>True</i>
29	Vomiting/Diarrhoea is the common effect of the poison or toxic substance in a child	<i>False</i>
30	Pale and clammy skin are typical symptoms of shock	<i>True</i>
31	You should not pinch the hard part of the nose for a nose bleed	<i>True</i>
32	Thighs and upper arm are the preferred sites for EPIPEN injection	<i>True</i>
33	Always follow and implement the legal workplace policies and procedures	<i>True</i>
34	Is it necessary to conduct a visual and verbal assessment of the casualty at the scene	<i>True</i>
35	First aid treatment improves the outcomes of all emergency situation	<i>True</i>
36	The first aider has the responsibility of completing workplace documentation, including the incident form.	<i>True</i>
37	All first aid equipment needs to be serviced according to organisational guidelines and manufacturer's instructions and be in working condition.	<i>True</i>
38	The first aider should not position an unresponsive person who is breathing normally into a lateral, side-lying recovery (lateral recumbent) position to prevent airway compromise.	<i>False</i>
39	First aid kits should be placed in a prominent and accessible position in the workplace.	<i>True</i>
40	Assessment of an emergency situation is an important role of the first aider.	<i>True</i>

Performance Assessments

These Performance Assessments require Students to demonstrate their skills and knowledge about administering first aid to a casualty in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

Context of Assessment - The assessments are conducted in a simulated area.

You are expected to supervise the students during all assessments.

Performance Assessment 1 – Adult collapsed in a retail area – 6 Minutes Individual but students are paired

The following forms the basis of the evidence that you need to collect from students for assessment in this assessment task. The task and specific assessment requirements that are given to students are also outlined.

- Refer to all the red and italic text for a guide to suggested answers and benchmarking for assessments and also for instructions on how to use the assessment tools.
- Ensure all outlined conditions of assessment requirements are met.
- For each assessment task, an Assessment Result Sheet form for the student is completed. This is located at the end of each assessment task in the Student Pack
- This Assessment Result Sheet allows the trainer/assessor to record the following items:
 - The outcome of the assessment tasks as either Satisfactory (S) or Not Satisfactory (NS).
 - Feedback to the student
 - The student declaration
 - The Trainer/Assessor declaration
- The trainer/assessor and the student must sign the Assessment Result Sheet to show that the student was provided with the task outcome.
- The Unit Mapping identifies what aspects of the Unit of Competency are being addressed in each assessment task.
- Once all assessment tasks allocated to this Unit of Competency have been undertaken, the Student's Assessment Plan is completed to record the unit outcome. The outcome will be either Competent (C) or Not Yet Competent (NYC).
- When all assessment tasks are deemed Satisfactory (S), the unit outcome is Competent (C).
- If at least one of the assessment task is deemed Not Satisfactory (NS), the unit outcome is Not Yet Competent (NYC).
- The following information is attached to each assessment task:
 - Assessment type
 - Assessment task description
 - Applicable conditions
 - Resubmissions and reattempts
 - Location
 - Instructions for completion of the assessment task
 - How trainers/assessors will assess the work
 - Task-specific instructions for the student

Resources required to complete the assessment task:

- Access to State/Territory regulations
- First Aid codes of Practice
- First Aid guidelines determined by ARC
- Guidelines by other national peak clinical bodies if applicable
- Workplace or site procedures
- Adult resuscitation mannikin
- Personal protective equipment (PPE) including barrier device and resuscitation mask

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Assessment task instructions

- This is an individual assessment, however, students are paired. One student performs CPR and the other performs the AED technique then students swap roles.
- The purpose of this assessment task is to assess the student's knowledge essential to managing in line with ARC guidelines, an unconscious, non-breathing adult, including:
 - Performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilation) on an adult resuscitation manikin placed on the floor.
 - Performing uninterrupted handover to paramedic while continuing CPR
- You are required to directly observe the student performing the tasks above and use the Performance Checklist provided to indicate whether the steps in the task have been performed as Satisfactory (S) or Not Satisfactory (NS).
- To ensure the student's responses are satisfactory, the student should consult a range of learning resources and other information such as handouts, textbooks, learner resources etc.
- The student must complete all activities in this task.

Performance Assessment 2 – Infant collapsed in Child Care Centre - 5 Minutes *Individual*

The following forms the basis of the evidence that you need to collect from students for assessment in this assessment task. The task and specific assessment requirements that are given to students are also outlined.

- Refer to all the red and italic text for a guide to suggested answers and benchmarking for assessments and also for instructions on how to use the assessment tools.
- Ensure all outlined conditions of assessment requirements are met.
- For each assessment task, an Assessment Result Sheet form for the student is completed. This is located at the end of each assessment task in the Student Pack
- This Assessment Result Sheet allows the trainer/assessor to record the following items:
 - The outcome of the assessment tasks as either Satisfactory (S) or Not Satisfactory (NS).
 - Feedback to the student
 - The student declaration
 - The Trainer/Assessor declaration
- The trainer/assessor and the student must sign the Assessment Result Sheet to show that the student was provided with the task outcome.
- The Unit Mapping identifies what aspects of the Unit of Competency are being addressed in each assessment task.
- Once all assessment tasks allocated to this Unit of Competency have been undertaken, the Student's Assessment Plan is completed to record the unit outcome. The outcome will be either Competent (C) or Not Yet Competent (NYC).
- When all assessment tasks are deemed Satisfactory (S), the unit outcome is Competent (C).
- If at least one of the assessment task is deemed Not Satisfactory (NS), the unit outcome is Not Yet Competent (NYC).
- The following information is attached to each assessment task:
 - Assessment type
 - Assessment task description
 - Applicable conditions
 - Resubmissions and reattempts
 - Location
 - Instructions for completion of the assessment task
 - How trainers/assessors will assess the work
 - Task-specific instructions for the student

Resources required to complete the assessment task:

- Access to State/Territory regulations
- First Aid codes of Practice
- First Aid guidelines determined by ARC

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- Guidelines by other national peak clinical bodies if applicable
- Workplace or site procedures
- Infant resuscitation mannikin
- Personal protective equipment (PPE) including barrier device and resuscitation mask

Assessment task instructions

- This is an individual assessment.
- The purpose of this assessment task is to assess the student's knowledge essential to managing in line with ARC guidelines, an unconscious, non-breathing infant, including:
 - Performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilation) on an infant resuscitation manikin placed on the floor.
- You are required to directly observe the student performing the tasks above and use the Performance Checklist provided to indicate whether the steps in the tasks have been performed as Satisfactory (S) or Not Satisfactory (NS)
- To ensure the student's responses are satisfactory, the student should consult a range of learning resources and other information such as handouts, textbooks, learner resources etc.
- The student must complete all activities in this task.

Performance Assessment 3 – Specific conditions and injuries - 15 Minutes

Individual but students are paired

The following forms the basis of the evidence that you need to collect from students for assessment in this assessment task. The task and specific assessment requirements that are given to students are also outlined.

- Refer to all the red and italic text for a guide to suggested answers and benchmarking for assessments and also for instructions on how to use the assessment tools.
- Ensure all outlined conditions of assessment requirements are met.
- For each assessment task, an Assessment Result Sheet form for the student is completed. This is located at the end of each assessment task in the Student Pack
- This Assessment Result Sheet allows the trainer/assessor to record the following items:
 - The outcome of the assessment tasks as either Satisfactory (S) or Not Satisfactory (NS).
 - Feedback to the student
 - The student declaration
 - The Trainer/Assessor declaration
- The trainer/assessor and the student must sign the Assessment Result Sheet to show that the student was provided with the task outcome.
- The Unit Mapping identifies what aspects of the Unit of Competency are being addressed in each assessment task.
- Once all assessment tasks allocated to this Unit of Competency have been undertaken, the Student's Assessment Plan is completed to record the unit outcome. The outcome will be either Competent (C) or Not Yet Competent (NYC).
- When all assessment tasks are deemed Satisfactory (S), the unit outcome is Competent (C).
- If at least one of the assessment task is deemed Not Satisfactory (NS), the unit outcome is Not Yet Competent (NYC).
- The following information is attached to each assessment task:
 - Assessment type
 - Assessment task description
 - Applicable conditions
 - Resubmissions and reattempts
 - Location
 - Instructions for completion of the assessment task
 - How trainers/assessors will assess the work
 - Task-specific instructions for the student

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Resources required to complete the assessment task:

- Access to State/Territory regulations
- First Aid codes of Practice
- First Aid guidelines determined by ARC
- Guidelines by other national peak clinical bodies if applicable
- Workplace or site procedures
- Personal protective equipment (PPE)
- Workplace First Aid kit
- Different types of wound dressings and bandages
- Blankets and items to treat for shock

Assessment task instructions

- This is an individual assessment, however, students are paired. One student acts as casualty and second student applies first aid procedure. Students swap roles.
- The purpose of this assessment task is to assess the student's knowledge essential to the management of the following conditions and injuries:
 - anaphylaxis
 - asthma
 - non-life-threatening bleeding
 - choking
 - envenomation, using pressure immobilisation
 - fractures, dislocations, sprains and strains, using appropriate immobilisation techniques
 - minor wound cleaning and dressing
 - nosebleed
 - shock
- You are required to directly observe the student performing the tasks above and use the Performance Checklist provided to indicate whether the steps in the task have been performed as Satisfactory (S) or Not Satisfactory (NS).
- To ensure the student's responses are satisfactory, the student should consult a range of learning resources and other information such as handouts, textbooks, learner resources etc.
- The student must complete all activities in this task.
- The student provides verbal responses as well as physically applying first aid suitable for each scenario.

Performance Assessment 1 – Adult collapsed in a retail area – 6 Minutes Individual but students are paired

You are working as a security guard at your local shopping centre. A person has collapsed in the food court and is unresponsive. You are the only first aider present. Your task is to manage the unconscious, non-breathing casualty in line with ARC guidelines until paramedics arrive.

The scenario is required to be the same for all students. The training organisation should provide a realistic scenario with an adult manikin placed on the floor. Students should be assessed individually to ensure the student is assessed on their own work.

The assessor will call out that the student needs to manage vomiting/regurgitation after using the AED and delivering at least one shock.

The person acting as the Paramedic will ask the student to demonstrate a rotation of single-rescuer operations with minimal interruptions to compressions.

Students will then swap roles

Your assessor will act as a bystander and observe you perform the following activities. One of the paired students will also act as a paramedic.

In the Performance Assessment & Results pack for each student the Trainer will . The list outlines the tasks you need to perform, and your assessor will observe.

In this activity, you are required to respond to an emergency situation and communicate the details of the incident to emergency services. This includes:

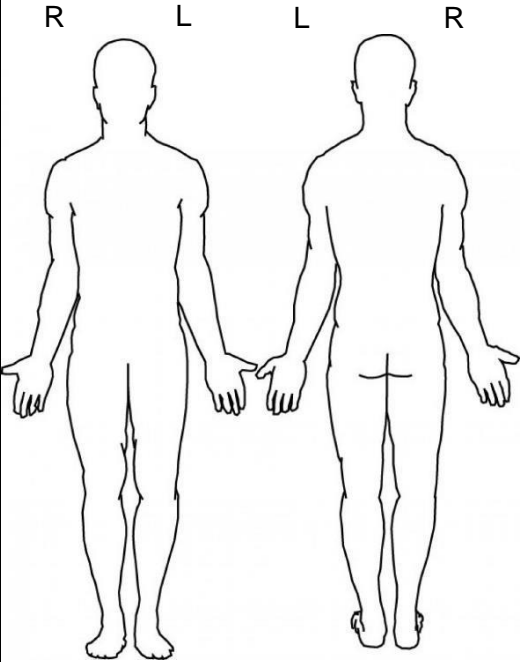
- Recognising and assessing the emergency situation
- Ensuring the safety of yourself, any bystander and the casualty
- Assessing the casualty and determining if there is a need for cardiopulmonary resuscitation (CPR)
- Seeking assistance from emergency services
- Performing CPR in accordance with ARC guidelines
- Displaying respectful behaviour towards the casualty
- Performing first aid in accordance with first aid principles
- Using available resources and equipment to make the casualty as comfortable as possible
- Operating an automated external defibrillator (AED) according to manufacturer’s instructions
- Rotating to Paramedic with minimal interruptions to compressions
- Accurately conveying the incident details to the emergency services
- Reporting the details of the incident in line with workplace or site procedures
- Maintaining privacy and confidentiality of information in, line with statutory or organisational policies

Student must also fill out the following documents:

- A First Aid Incident Report Form
- Review Form

FIRST AID INCIDENT REPORT FORM FOR PERFORMANCE ASSESSMENT 2 – ADULT COLLAPSED IN A RETAIL AREA

First Aid Incident Report Form				
Date of incident:				
Time of incident: AM/PM				
Name of person/s injured/involved:				
Address/Location:				
Details of the incident:				
Witness Name:				
Witness Telephone:				
Past Medical History				
Not known	Asthma	Medication alert	Allergies	Diabetes
Cardiac history	Hypertension	Loss of consciousness	Other	
Observations				
Time	Pulse	Breathing	Conscious level (alert to voice or pain/unconscious)	Other observations

	Treatment given:			
	A Abrasion BL Bleeding BU Burns C Contusion D Deformity F Fracture L Laceration P Pain S Swelling T Tenderness			
Refused treatment:				
Witness name and signature (if required):				
Discharged to:				
Ambulance	Hospital	General Practitioner	Return to work	Other
First Aider Name:				
Signature:				
Patient Signature:				
Time out:				

REVIEW FORM FOR PERFORMANCE ASSESSMENT 1 – ADULT COLLAPSED IN A RETAIL AREA

This form will be used to review responses to staff accidents or incidents in the organisation.

Explain what steps you took when you discovered the staff member:

<p>What was the person's vital signs?</p>	<p><i>Student answers may vary but must include:</i></p> <ul style="list-style-type: none"> <i>The person's vital signs</i> <p><i>Example:</i> <i>Unconscious and not breathing.</i></p>
<p>What steps did you take to manage the situation?</p>	<p><i>Student answers may vary but must include the following points:</i></p> <ul style="list-style-type: none"> <i>Steps the student took to manage the situation.</i> <p><i>Example:</i></p> <ul style="list-style-type: none"> <i>Check for danger</i> <i>Use standard precautions (wear gloves)</i> <i>Check for a response</i> <i>Try to get the person's attention.</i> <i>Verify that the person was unresponsive and not breathing.</i> <i>Send for help</i> <i>Open the airway</i> <i>Roll the person onto their side to clear the airway.</i> <i>Check breathing</i> <i>Start CPR (give 30 chest compressions followed by two breaths)</i> <i>Get AED.</i> <i>Ensures chest was clean and dry before applying pads.</i> <i>Remove any clothing.</i> <i>Select correct pads to casualty age</i> <i>Place pads on their correct position as per instructions.</i> <i>Ensure no air pockets underneath the pads.</i> <i>Voice STAND CLEAR loudly</i> <i>Visually check nobody is in contact with casualty.</i> <i>Follow AED machine Prompts Analysing heart rhythm do not touch the patient, Shock advised, Charging, stay clear of the patient, Deliver Shock now, Press orange button now.</i> <i>Press and hold SHOCK button until shock was delivered.</i> <i>Continue CPR after shock</i> <i>Hand over to emergency services for rotation of compressions</i>
<p>When emergency services arrived, explain how you performed the handover.</p>	<p><i>Student answers may vary but must include the following information:</i></p> <ul style="list-style-type: none"> <i>Explanation of how handover to emergency services was performed.</i> <p><i>For example:</i></p> <ul style="list-style-type: none"> <i>Asked the paramedic to take over compressions - rotation</i> <i>Provided a detailed hand over to emergency services.</i> <i>Described the course of actions by self and others.</i> <i>Provided relevant information to the emergency services about the casualty, physical condition including - name (if known), age, address, time of the incident, injuries sustained, changes in any vital signs, changes in the level of consciousness, any treatment provided, response to the treatment.</i>
<p>Explain how you ensured that you were reporting the details of the incident in line with workplace or site procedures. Where did you find this information?</p>	<p><i>Student answers may vary but must include the following information:</i></p> <ul style="list-style-type: none"> <i>Explanation of how details of an incident are reported in line with workplace or site procedures.</i> <p><i>For example:</i> <i>As a first aider I need to have access to the policy and procedures that applies at my work regarding incident reporting. This is found in the organisational policies and procedures manual.</i></p>

<p>Explain how you maintained privacy and confidentiality of information.</p>	<p><i>Student answers may vary but must include the following information: Explanation of how privacy and confidentiality of information is maintained.</i></p> <p><i>Example: By only sharing the information regarding the incident with the people who need to know. So details of the incident and the person's details with the Emergency Services, the incident report with my manager/supervisor and HR only. Not sharing the person's details with other staff members.</i></p>
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Performance Assessment 1 – Adult collapsed in a retail area

Performance Requirements	Y	N	Reassess	
			Y	N
<p>During the performance assessment the candidate explains or demonstrates:</p> <p>Assesses the situation dynamically for hazards and quickly determines the risks associated with rescue, approach and performing CPR to the patient</p> <ul style="list-style-type: none"> Follows DRABCD process throughout the scenario <p>Activation of emergency services – Send for help</p> <ul style="list-style-type: none"> Student makes a simulated call to transfer information based on the scenario to an emergency service based on the workplace procedures OR public access to 000. <p>Manage unconscious breathing casualty</p> <ul style="list-style-type: none"> Perform CPR – single rescuer (2 mins) adult manikin <ul style="list-style-type: none"> Perform chest compressions using the ARC recommended frequency and cycle Perform rescue breaths using the ARC recommended frequency and cycle Perform CPR – dual rescue (1 minute) adult manikin on the floor as single rescuer hands over casualty to Paramedic Use an Automated external defibrillator <ul style="list-style-type: none"> Perform chest compressions using the ARC recommended frequency and cycle Perform rescue breaths using the ARC recommended frequency and cycle Second student locates and prepares the AED while student 1 continues to perform uninterrupted Be able to switch on the machine Use the analyse and shock buttons effectively Follow instructions given by the machine swiftly and effectively. Place casualty in recovery position. 				

Trainer to Complete

Performance Assessment 2 – Infant collapsed in Child Care Centre - 5 Minutes

Individual

Simulation Task:

You are working in an Early Learning Centre. You have just found one of the infants, Isabella, on the floor in the play area. The child is unresponsive. Your task is to manage the unconscious, non-breathing infant in line with ARC guidelines until paramedics arrive. The Centre Manager is already on the phone calling 000 for an ambulance.

The scenario is required to be the same for all students. The training organisation should provide a realistic scenario with an infant manikin placed on the floor. Students should be assessed individually and on their own, without any other students present, to ensure the student is assessed on their own work.

Your assessor will act as a bystander and observe you perform the following activities.

After the activities, you will find a Performance Checklist. The list outlines the tasks you need to perform, and your assessor will observe.

In this activity, you are required to respond to an emergency situation and manage, in line with ARC guidelines and unconscious non-breathing infant. This includes:

- Recognising and assessing the emergency situation
- Ensuring the safety of yourself, any bystander and the casualty
- Assessing the casualty and determining if there is a need for cardiopulmonary resuscitation (CPR)
- Seeking assistance from emergency services
- Performing first aid and CPR in accordance with ARC guidelines
- Displaying respectful behaviour towards the casualty
- Using available resources to make the casualty as comfortable as possible
- Monitoring the casualty's condition and respond using first aid principles, DRSABSD?

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Performance Assessment 2 – Infant collapsed in Child Care

Performance Requirements	Y	N	Reassess	
			Y	N
<p>During the performance assessment the candidate explains or demonstrates:</p> <p>Assesses the situation dynamically for hazards and quickly determines the risks associated with rescue, approach and performing CPR to the patient</p> <ul style="list-style-type: none"> Follows DRABCD process throughout the scenario <p>Activation of emergency services – Send for help</p> <ul style="list-style-type: none"> Student makes a simulated call to transfer information based on the scenario to an emergency service based on the workplace procedures OR public access to 000. <p>Manage unconscious breathing casualty</p> <ul style="list-style-type: none"> Perform CPR – single rescuer (2 mins) child manikin Perform chest compressions using the ARC recommended frequency and cycle Perform rescue breaths using the ARC recommended frequency and cycle Using available resources and equipment to make the casualty as comfortable as possible. 				

Trainer to Complete

Performance Assessment 3 – Knowledge and Skills Test - 15 Minutes Individual but students are paired

Scenarios for practical demonstration

You are required to manage casualties and provide first aid treatment as per the scenarios listed below. One student to act as casualty and one student to perform first aid, then swap roles. Your assessor will observe how you provide treatment to the casualty.

The trainer/assessor is required to provide the same scenarios for all students completing this unit of competency. The scenario is also required to be the same for all students. Students should be assessed individually and on their own, without any other students present, to ensure the student is assessed on their own work.

Your assessor will act as a bystander and observe you perform the following activities.

After the activities, you will find a Performance Checklist. The list outlines the tasks you need to perform, and your assessor will observe.

Activity 1 – Anaphylaxis

Activity 2 – Asthma

Activity 3 – Non-life-threatening bleeding

Activity 4 – Choking

Activity 5 – Envenomation using pressure immobilisation

Activity 6 – Fracture, dislocation, sprain or strain using appropriate immobilisation techniques

Activity 7 – Minor wound cleaning and dressing

Activity 8 – Nosebleed

Activity 9 – Shock

Demonstrate the first aid treatments you will provide.

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Activity 1 – Anaphylaxis

A person who is highly allergic to bees is stung on the arm. The arm begins to swell and a rash starts to form on the body.

After 10 min, the person complains of abdominal pain, nausea and difficulty breathing.

What action will you take?

Provide first aid treatment and then outline the treatment you provided in the template below.

Possible signs and symptoms	First aid treatment provided
<ul style="list-style-type: none"> • Pain • Rash, itch • Swelling • Abdominal pain • Nausea • Breathing difficulties • Dizziness, collapse 	<p><i>Example:</i></p> <ul style="list-style-type: none"> • Recognised and assessed the emergency situation • Ensured safety for self and others • Assessed the casualty and recognise the need for first aid • Sought assistance from emergency services • Reassured the casualty • Displayed respectful behaviour • Obtained consent • Lay the person flat (if unconscious, place in recovery position) (if difficulty breathing, allow to sit). • Asked the person if they had an asthma plan and an adrenalin injector. Looked for an adrenalin injector in the first aid kit. • Phoned ambulance – 000 • Phoned family/emergency contact • Monitored casualty's condition and responded in accordance with first aid principles
<p>What actions would you take if the casualty has not improved?</p>	<ul style="list-style-type: none"> • Further adrenalin doses may be given after 5 minutes • Transfer person to a hospital for at least 4 hours of observation

Activity 1 – Anaphylaxis

Performance Requirements	Y	N	Reassess	
			Y	N
<p>During the performance assessment the candidate explains or demonstrates:</p> <p>Did the students manage the anaphylaxis emergency and apply first aid in accordance with first aid principles</p> <ul style="list-style-type: none"> • Lay the person flat (if unconscious, place in recovery position) (if difficulty breathing, allow to sit). • Ask the person if they have an adrenalin injector. Administer adrenalin injector. • Phone ambulance – 000 • Phone family/emergency contact • Monitor casualty's condition and respond in accordance with first aid principles • Further adrenalin doses may be given after 5 minutes if a second injector is available. 				

ainer to Complete

Activity 2 – Asthma

A person appears to be in respiratory distress and is finding it hard to speak.

What questions will you ask? What action will you take? Provide first aid treatment and outline the treatment you provided in the template below.

Possible signs and symptoms	First aid treatment
<ul style="list-style-type: none"> Breathlessness Wheeze Chest tightness Pallor, sweating Using accessory breathing muscles Persistent cough Inability to talk 	<p><i>Example:</i></p> <ul style="list-style-type: none"> Recognised and assess the emergency situation Ensured safety for self and others Assessed the casualty and recognise the need for first aid Reassured the casualty Displayed respectful behaviour Obtained consent Sit the person upright, be calm and reassuring, didn't leave the person alone. Asked the person if they had an asthma plan and a puffer. Gave 4 separate puffs of blue/grey reliever puffer Shook the puffer <ul style="list-style-type: none"> Put 1 puff into spacer Take 4 breaths from spacer Repeat until 4 puffs have been taken, Bricanyl, Symbicort Turbuhaler and Symbicort Rapihaler differ, read and follow instruction. Monitored casualty's condition and respond in accordance with first aid principles
<p>Explain what actions you need to take if the casualty's condition does not improve</p>	<p><i>Example:</i></p> <ul style="list-style-type: none"> Phone ambulance – 000 if no improvement Keep giving 4 separate puffs every 4 minutes until emergency assistance arrives.

Activity 2 – Asthma

Performance Requirements	Y	N	Reassess	
			Y	N
<p>During the performance assessment the candidate explains or demonstrates:</p> <p>Did the students manage the asthma emergency and apply first aid in accordance with first aid principles:</p> <ul style="list-style-type: none"> Sit the person upright, be calm and reassuring, didn't leave the person alone. Ask the person if they have an asthma plan and a puffer. Give 4 separate puffs of blue/grey reliever puffer Shake puffer <ul style="list-style-type: none"> Put 1 puff into spacer Take 4 breaths from spacer Repeat until 4 puffs have been taken, Bricanyl, Symbicort Turbuhaler and Symbicort Rapihaler differ, read and follow instruction. Provide an explanation of the steps required when the casualty's condition does not improve? Monitor casualty's condition and respond in accordance with first aid principles i.e phone ambulance if there was no improvement, keep giving 4 puffs every 4 minutes until emergency services arrive 				

Spacer to Complete

Activity 3 - Non-life-threatening bleeding

One of the kitchen staff members has cut their finger. There appears to be a lot of blood and you don't know how deep the gash is. What action will you take?

Provide first aid treatment and outline the treatment you provided in the template below.

Possible signs and symptoms	First aid treatment provided
<ul style="list-style-type: none"> Moderate pain Bleeding 	<p><i>Example:</i></p> <ul style="list-style-type: none"> Recognised and assess the emergency situation – bleeding controlled Ensured safety for self and others Assessed the casualty and recognise the need for first aid Reassured the casualty Displayed respectful behaviour Obtained consent Put on personal protective equipment (gloves) Attempted to stop the bleeding by applying sustained direct or indirect pressure on or near the wound as appropriate. Restricted movement, immobilised the part, elevate Once bleeding slowed or stopped: Checked for foreign bodies in the wound Cleaned the injured area with sterile gauze soaked in normal saline or water. Applied dressing, such as pad and bandage held in place with hypoallergenic tape. Applied another bandage if bleeding seeps through

Activity 3 - Non-life-threatening bleeding

Performance Requirements	Y	N	Reassess	
			Y	N
<p>During the performance assessment the candidate explains or demonstrates:</p> <p>Did the students manage the non-threatening bleeding and apply first aid in accordance with first aid principles:</p> <ul style="list-style-type: none"> Wear personal protective equipment (gloves) Attempt to stop the bleeding by applying sustained direct or indirect pressure on or near the wound as appropriate. Restrict movement, immobilise the part, elevate Once bleeding slows or stops: Check for foreign bodies in the wound Clean the injured area with sterile gauze soaked in normal saline or water. Apply dressing, such as pad and bandage held in place with hypoallergenic tape. Apply another bandage if bleeding seeps through 				

ainer to Complete

Activity 4 – Choking

One of your colleagues starts coughing violently during lunch. What action will you take?

Several minutes later, the person stops coughing, is clutch at the throat and is looking very distressed. What action will you take?

Possible signs and symptoms	First aid treatment provided
<ul style="list-style-type: none"> • Violent coughing • Inability to breathe • Clutching at throat • Cyanosis • Collapse 	<p><i>Example:</i></p> <ul style="list-style-type: none"> • <i>Recognised and assessed the emergency situation</i> • <i>Ensured safety for self and others</i> • <i>Assessed the casualty and recognise the need for first aid</i> • <i>Reassured the casualty</i> • <i>Displayed respectful behaviour</i> • <i>Obtained consent</i> • <i>Gave five (5) back blows</i> <ul style="list-style-type: none"> ○ <i>Stand on the side or behind a choking adult.</i> ○ <i>Place one arm across the casualty's chest for support.</i> ○ <i>Deliver five separate back blows between the person's shoulder blades with the heel of your hand.</i> • <i>Check in between the back blows if the foreign body has dislodged.</i> <ul style="list-style-type: none"> ○ <i>Gave 5 chest thrusts.</i> ○ <i>Stand behind the casualty.</i> ○ <i>Place one foot forward to other foot for balance.</i> ○ <i>Tilt the casualty forward slightly.</i> ○ <i>Wrap both arms around the casualty at chest level.</i> ○ <i>Place one fist with the thumb side in the centre of the nipple line.</i> ○ <i>Grasp that fist with your second hand and give up to 5, separate, inward and upward thrusts.</i> ○ <i>Check in between the chest thrust if the foreign body has dislodged</i> • <i>Alternated between 5 blows and 5 thrusts until the blockage is dislodged.</i> • <i>Monitored casualty's condition and respond in accordance with first aid principles</i>

Activity 4 – Choking

Performance Requirements	Y	N	Reassess	
			Y	N
<p>During the performance assessment the candidate explains or demonstrates:</p> <p>Did the students manage the choking and apply first aid in accordance with first aid principles:</p> <ul style="list-style-type: none"> • Give five (5) back blows <ul style="list-style-type: none"> ○ Stand on the side or behind a choking adult. ○ Place one arm across the casualty's chest for support. ○ Deliver five separate back blows between the person's shoulder blades with the heel of your hand. ○ Check in between the back blows if the foreign body has dislodged. • If the back blows are unsuccessful, then give 5 chest thrusts. • Give five (5) chest thrusts <ul style="list-style-type: none"> ○ Stand behind the casualty. ○ Place one foot forward to other foot for balance. ○ Tilt the casualty forward slightly. ○ Wrap both arms around the casualty at chest level. ○ Place one fist with the thumb side in the centre of the nipple line. 				

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<ul style="list-style-type: none"> ○ Grasp that fist with your second hand and give up to 5, separate, inward and upward thrusts. ○ Check in between the chest thrust if the foreign body has dislodged • Alternate between 5 blows and 5 thrusts until the blockage is dislodged. • Monitor casualty's condition and respond in accordance with first aid principles 				
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Activity 5 – Envenomation using pressure immobilisation

A person has been bitten on the leg by a snake. What action will you take?

Treat the casualty and provide a record of your actions in the template below.

Possible signs and symptoms	First aid treatment provided
<ul style="list-style-type: none"> Bleeding from the puncture site Pain Pallor, sweating Nausea Headache Confusion Paralysis 	<p><i>Example:</i></p> <ul style="list-style-type: none"> Called emergency services Recognised and assess the emergency situation Ensured safety for self and others Assessed the casualty and recognise the need for first aid Reassured the casualty Displayed respectful behaviour Obtained consent Kept the person immobilised Laid the casualty down or sit on the ground with legs extended if breathing difficulty present Applied a broad pressure bandage (crepe bandage preferred) over the bite as soon as possible Applied a firm, heavy crepe or elasticised roller bandage just above the toes and moving upwards as far as can be reached up the limb (including the bite site) Applied tightly without stopping the blood supply to the limb Immobilised the limb using a splint and secure it with a second bandage Checked toes for circulation (blood supply) Kept casualty and the limb at rest Monitored casualty's condition and respond in accordance with first aid principles

Activity 5 – Envenomation using pressure immobilisation

Performance Requirements	Y	N	Reassess	
			Y	N
<p>During the performance assessment the candidate explains or demonstrates:</p> <p>Did the students manage the envenomation emergency and apply first aid in accordance with first aid principles</p> <ul style="list-style-type: none"> Keep the person immobilised Lay the casualty down or sit on the ground with legs extended if breathing difficulty present Apply a broad pressure bandage (crepe bandage preferred) over the bite as soon as possible Apply a firm, heavy crepe or elasticised roller bandage just above the toes and moving upwards as far as can be reached up the limb (including the bite site) Apply tightly without stopping the blood supply to the limb Immobilise the limb using a splint and secure it with a second bandage Check toes for circulation (blood supply) Keep casualty and the limb at rest Monitor casualty's condition and respond in accordance with first aid principles 				

Marker to Complete

Activity 6 – Fracture, dislocation, sprain or strain using appropriate immobilisation techniques

You are working and a colleague trips on the stairs, twists his foot and falls to the ground. He clutches his ankle and complains of severe pain. What actions will you take?

Treat the casualty and provide a record of your actions in the template below.

Possible signs and symptoms	First aid treatment provided
<ul style="list-style-type: none"> Pain Restricted mobility Swelling and bruising 	<p><i>Example:</i></p> <ul style="list-style-type: none"> Recognised and assessed the emergency situation Ensured safety for self and others Assessed the casualty and recognise the need for first aid Reassured the casualty Displayed respectful behaviour Obtained consent Applied the first-aid procedure for fracture in accordance with the first aid principles Reassured casualty and instructed them to cease activity if not already done so Gathered the history of the incident Applied RICE (Rest Ice Compression(bandage) Elevate) technique to sprains and strains Monitor casualty's condition and respond in accordance with first aid principles

Activity 6 – Fracture, dislocation, sprain or strain using appropriate immobilisation techniques

Performance Requirements	Y	N	Reassess	
			Y	N
<p>During the performance assessment the candidate explains or demonstrates:</p> <p>Did the students manage fracture, dislocation, sprain or strain and apply first aid in accordance with first aid principles and:</p> <ul style="list-style-type: none"> Apply the first-aid procedure for fracture in accordance with the first aid principles Reassured casualty and instructed them to cease activity if not already done so Gather the history of the incident Apply RICE (rest, ice, compression, elevate) technique to sprains and strains Monitor casualty's condition and respond in accordance with first aid principles 				



Activity 7 – Minor wound cleaning and dressing

You are working as a first aider on a school playground. One of the students has fallen over and scraped his knee badly.

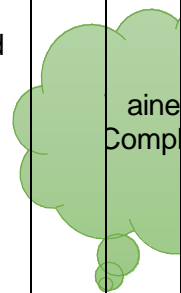
What actions will you take?

Treat the casualty and provide a record of your actions in the template below.

Possible signs and symptoms	First aid treatment provided
<ul style="list-style-type: none"> Minor pain Minor bleeding 	<p><i>Example:</i></p> <ul style="list-style-type: none"> Recognised an emergency situation- Bleeding control Ensured safety for self, bystanders and casualty. Assessed the situation and recognised the need for first aid response Obtained consent Applied first-aid procedure for bleeding control in accordance with the first aid principles: Reassured casualty and instructed them to apply direct pressure if possible Put on gloves and another PPE as required Checked for foreign bodies in the wound Cleaned with saline and water Applied band aid or pad and bandage to wound Elevated (Sling/elevated) Monitored

Activity 7 – Minor wound cleaning and dressing

Performance Requirements	Y	N	Reassess	
			Y	N
<p>During the performance assessment the candidate explains or demonstrates:</p> <p>Did the students manage the non-threatening bleeding and apply first aid in accordance with first aid principles:</p> <ul style="list-style-type: none"> Apply first-aid procedure for bleeding control in accordance with the first aid principles: Reassure casualty and instructed them to apply direct pressure if possible Put on gloves and another PPE as required Checked for foreign bodies in the wound Clean with saline and water Apply band aid or pad and bandage to wound Elevate (Sling/elevated) Monitor 				



Activity 8 – Nosebleed

A player has been hit on the nose by a cricket ball and is bleeding profusely. You are the first aider at the game. What actions will you take?

Treat the casualty and provide a record of your actions in the template below.

Possible signs and symptoms	First aid treatment provided
<ul style="list-style-type: none"> Bleeding from the nose Soreness 	<p><i>Example:</i></p> <ul style="list-style-type: none"> Recognised an emergency situation- Nose bleed Ensured safety for self, bystanders and casualty. Assessed the situation and recognised the need for first aid response Obtained consent Applied first-aid procedure for nose bleeding control in accordance with the first aid principles: Applied pressure equally to both sides of the nose, over the soft part below the bony bridge (usually between the thumb and index finger). Asked the casualty to lean over with the head forward to avoid blood flowing down the throat. Encouraged the casualty to spit out blood rather than swallow it as swallowed blood irritates the stomach and causes vomiting which can worsen the bleeding. Told the casualty to remain seated at total rest for at least 10 minutes.. Monitored and observed casualty
Explain what action you would take if the nose bleed continued for more than 20 minutes	<ul style="list-style-type: none"> If bleeding continues for more than 20 minutes seek assistance

Activity 8 – Nosebleed

Performance Requirements	Y	N	Reassess	
			Y	N
<p>During the performance assessment the candidate explains or demonstrates:</p> <p>Did the students manage the nose bleed and apply first aid in accordance with first aid principles:</p> <ul style="list-style-type: none"> Apply first-aid procedure for nose bleeding control in accordance with the first aid principles: <ul style="list-style-type: none"> Apply pressure equally to both sides of the nose, over the soft part below the bony bridge Ask the casualty to lean over with the head forward to avoid blood flowing down the throat. Encourage the casualty to spit out blood rather than swallow. Tell the casualty to remain seated at total rest for at least 10 minutes. Monitor and observed casualty Seek assistance if bleeding continues for over 20 minutes. 				

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