

SITETRAIN

Training and Assessment Strategy

This training and assessment strategy is intended to inform Trainers and Assessors involved in the delivery of training and the collection of assessment evidence. This may include trainers, students and employers or supervisors. The document provides a top down perspective of the course and the training and assessment methods to be applied. This is a working document and will change over time as the course is subjected to continuous improvement. All persons involved in the course are encouraged to suggest improvements to the strategy at any time. This strategy should be read alongside the Assessor instructions and Assessor Performance Assessment and Results Document.

Mode: Classroom Based Training

Duration: One Day (10 hrs)

Unit Structure: Single unit

Training Method: Trainer led, face-to-face

Assessment Method: Direct Observation during performance assessment activities
Workplace Documentation

Written Theory Assessment

Target Group: The unit applies to all persons who may be required to provide a first aid response in a range of situations, including community and workplace settings.

Training Strategy

Course:	HLTAID011 Provide first aid
Training Packages:	This competency is drawn from the HLT Resource and Infrastructure Industry training package.
Units of competence:	HLTAID011 Provide first aid
Clients:	The unit applies to all persons who may be required to provide a first aid response in a range of situations, including community and workplace settings.
Purpose:	<p>The program provides learners with skills and knowledge to undertake many aspects required to provide a first aid response to a casualty in line with first aid guidelines.</p> <p>Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and must include the ability to:</p> <ul style="list-style-type: none"> • Respond to an emergency situation • Apply appropriate first aid procedures • Communicate details of the incident • Review the incident
Entry requirements:	There are no entry requirements for this course.
Pre-requisite requirements:	The unit of competence does not contain pre-requisite requirements.
Licensing requirements:	There are no specified licensing requirements to undertake this unit.
Language, literacy and numeracy requirements:	<p>The course is delivered using the English language. The course does not involve complex use of language or writing skills. Noting this, some participants will use English as their second language and care must be taken to ensure these students are supported in their learning. Sitetrain will assess a learner's LLN skills in the following ways:</p> <ul style="list-style-type: none"> • Ask the learner to self identify on the enrolment form • During the LLN interview (if required) • During LLN diagnostic assessment (if required)
Delivery arrangements:	<p>The course will be delivered using a combination of classroom based instruction and practical skills development sessions. Training will be co-ordinated from Sitetrain head office and delivered in the workplace.</p> <ul style="list-style-type: none"> • The program is delivered over 10 hours and is comprised of theory and practical sessions. • The program culminates with a theory assessment and performance assessments. • Students will participate in facilitated learning sessions using PowerPoint presentations, handouts, breakout sessions and discussion. • Enrolments for this course will not exceed 25. • Theory learning will be delivered using a ratio of 1:25 trainers/students. • Written Knowledge Assessment will be assessed using at ratio of 1:25 trainers/students. • Performance assessments will be supported as 1:25 trainers/students. <p>These ratios of trainers/students allow for greater supervision, interaction and challenge testing.</p> <p>Please see Session Plan and Timing/Class Numbers at the end of this TAS for detailed hours.</p>
Safety during delivery:	Each delivery location must be risk assessed by a Sitetrain representative utilising the training venue checklist. This must be completed by the person delivering training in conjunction with a site representative before delivery of each course.
Evaluation:	<p>Sitetrain is committed to the continuous improvement of its training quality. This commitment has led to the development and implementation of a range of continuous improvement strategies. These include:</p> <ul style="list-style-type: none"> • Continuous improvement reporting by any Sitetrain staff or client reviewed by the Sitetrain Continuous Improvement Committee. • Training resource validation by Trainers/Assessors conducted on a selection of sample resources. Please refer to the Validation/Moderation Schedule to identify the next planned session. • Internal audit of Sitetrain training strategy against the Standards for RTO's 2015. • Application of a complaint handling system which allows the reception, recognition, consideration and response to all complaints from any stakeholder.

Assessment Strategy

Overview:	<p>The assessment for HLTAID011 Provide first aid is to be conducted using a combination of written theoretical assessment and performance assessment tasks. The following assessment methods are to be applied to collect the required assessment evidence in accordance with training package requirements:</p> <p>Knowledge Assessment 1 (60 Minutes allocated time) The student will be required to satisfactorily complete theory assessment comprising 60 multiple-choice answer questions. These will be marked on the spot in order to provide the student with immediate feedback and to allow them to identify areas for further development.</p> <p>Knowledge Assessment 2 (15 Minutes allocated time) The student will be required to satisfactorily complete theory assessment comprising 40 true/false answer questions. These will be marked on the spot in order to provide the student with immediate feedback and to allow them to identify areas for further development.</p> <p>Performance Assessments All students take part in two performance assessments and one Skills Test to complete the course.</p> <p>Performance Assessment 1 (6 Minutes allocated time) – Adult collapsed in a retail area – Performed in pairs (one performing CPR & one AED then swap roles). In this activity, the student is required to respond to a person who has collapsed in a food court and communicate the details of the incident to emergency services. This includes:</p> <ul style="list-style-type: none"> ● Recognising and assessing the emergency situation ● Ensuring the safety of themselves, any bystander and the casualty ● Assessing the casualty and determining if there is a need for 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 complete a First Aid Incident Report Form ● Complete a Review Form where student explains any action taken and the activities performed <p>Performance Assessment 2 (5 Minutes allocated time) – Infant collapsed in child care centre – Individual Activity In this activity, the student is required to respond to an infant who has who has been found on the floor and is unconscious and not breathing. This includes:</p> <ul style="list-style-type: none"> ● Recognising and assessing the emergency situation ● Ensuring the safety of themselves, any bystander and the casualty ● Assessing the casualty and determining if there is a need for 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? <p>Performance Assessment 3 (15 Minutes allocated time) – Specific conditions and injuries – Performed in Pairs – one student as 1st aider and other student as casualty then swap roles. Students are required to manage casualties and provide first aid treatment as per the scenarios listed below: Activity 1 – Anaphylaxis Activity 2 – Asthma Activity 3 – Non-life-threatening bleeding Activity 4 – Choking Activity 5 – Envenomation using pressure immobilisation</p>
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	<p>Activity 6 – Fracture, dislocation, sprain or strain using appropriate immobilisation techniques Activity 7 – Minor wound cleaning and dressing Activity 8 – Nosebleed Activity 9 – Shock Students to provide verbal responses to any questions posed by Trainer.</p> <p>This assessment strategy must be read in conjunction with the Assessor Instructions.</p>
Recognition of Prior Learning:	No Recognition of Prior Learning (RPL) will be offered.
Volume of Learning	<p>Industry Engagement In determining the volume of learning, Sitetrain have consulted with industry representatives. This feedback indicated the current VOL is adequate and meets the requirements of the training package while ensuring learners have adequate time for training and assessment. Particular discussion around the duration of course was necessary. 10 hours is a long day however this is the standard shift length in industry and therefore is acceptable for students.</p> <p>Resource Development The development of training and assessment resources has been done in consultation with industry. Written and developed by industry trainers and assessors. Sitetrain’s trainers have over 20 years’ experience, this package has been dismantled and developed to meet the requirements of the training package, while remaining relevant to industry and ensuring learners have adequate time for training and assessment. Please see Session Plan and Timing/Class Numbers at the end of this TAS for detailed hours.</p> <p>Rationale for the amount of training The target learner has completed industry and on-site induction training which provides the learner with many pre-existing knowledge and skills relating to the use of PPE, safe work methods, application and procedures relating to area hazards identification, risk reduction, evacuation procedures, chemicals, Job Hazard Analysis, Emergency Procedures and on-site practice.</p> <p>Efficiencies have been created by the allocation of a generous student and trainer supervision ratio. One of the potentially more time-consuming aspects of this delivery, is the delivery of performance assessment. In this course, student/trainer ratios are to ensure that performance assessment components can be completed whilst not sacrificing the level of supervision and the quality of training and assessment. Due to this there is significant spare time for students which we have used wisely and allocated specific lunch time for students. Students can also use this time to review and prepare for assessment.</p>
Reasonable adjustment	<p>The student’s individual needs must be determined during the enrolment process. If the student has individual needs, the assessor is to make suitable adjustment to the assessment to allow for these differences whilst maintaining the integrity of the evidence gathering process. The student’s individual needs and the adjustment applied are to be recorded within the assessment agreement.</p> <p>Students may provide verbal responses to questions as a method of reasonable adjustment where this is required according to the Student’s needs. It should be noted however that where calculations are required in the written response; the Student must record these.</p> <p>Where students have provided verbal responses to clarify their written answers, the student or assessor must write that answer down and place an initial next it. This indicates that reasonable adjustment has occurred for a question and is valuable data that can help Sitetrain improve its assessment tools and course delivery.</p> <p>It is also not essential that the written responses provided by the Student include correct spelling or grammar. The assessments seek to assess the Student’s knowledge of providing first aid.</p> <p>The Student’s ability to apply literacy skills is not being assessed. This requirement is consistent with how these tasks are performed which do not usually involve higher writing skills.</p> <p>Flexibility is encouraged, ensuring that candidates get the opportunity to demonstrate their ability to meet the competency.</p>
Assessment Process	The Assessor is to ensure that the assessment process is flexible, fair, valid and reliable. The following assessment process is to be applied:

Step 1: Prepare for assessment. The Assessor is to:

- Establish the context and purpose of the evidence to be collected;
- Review the Sitetrain assessment specification to identify the evidence requirements; and
- Review the assessment tools and confirm their currency and adequacy in meeting the rules of evidence.

Step 2: Prepare the candidate. The Assessor meets with the candidate to:

- Explain the context and purpose of the assessment and the assessment process;
- Explain the unit of competency to be assessed and the evidence to be collected;
- Outline the assessment procedure and the preparation the candidate should undertake and answer any questions;
- Assess the needs of the candidate and, where applicable, negotiate reasonable adjustment for assessing people with disabilities without compromising the competency outcomes;
- Seek feedback regarding the candidate's understanding of the unit of competency, evidence requirements and assessment process; and
- Determine if the candidate is ready for assessment and, in consultation with the candidate, decide on the time and place of the assessment.

Step 3: Plan and prepare the evidence-gathering process. The Assessor must:

- Establish a plan for gathering sufficient quality evidence about the learner's consistent performance in order to make the assessment decision;
- Source assessment materials to assist the evidence-gathering process;
- Organise resources required to support the evidence-gathering process; and
- Co-ordinate and brief other personnel involved in the evidence-gathering process.

Step 4: Collect the evidence and make the assessment decision. The Assessor must:

- Establish and oversee the evidence-gathering process to ensure its validity, reliability, fairness and flexibility;
- Collect appropriate evidence and match compatibility to the elements, performance criteria, range statement and evidence guide in the relevant unit of competency;
- Evaluate evidence in terms of the four dimensions of competency - task skills, task management skills, contingency management skills and job/role environment skills;
- Incorporate allowable adjustments to the assessment procedure without compromising the integrity of the competencies;
- Evaluate the evidence in terms of validity, consistency, currency, authenticity and sufficiency;
- Record details of evidence collected; and
- Make a judgement about the candidate's competence based on the evidence and the relevant unit of competency.

Step 5: Provide feedback on the assessment. The Assessor must provide advice to the learner about the outcomes of the assessment process. This includes providing the candidate with:

- Clear and constructive feedback on the assessment decision;
- Information on ways of overcoming any identified gaps in competency revealed by the assessment;
- The opportunity to discuss the assessment process and outcome; and
- Information on reassessment and the appeals process if applicable.

Step 6: Record and report the result. The Assessor must:

- Record the assessment outcome according to Sitetrain policies and procedures;
- Maintain records of the assessment procedure, evidence collected and the outcome according to Sitetrain policies and procedures;
- Maintain the confidentiality of the assessment outcome; and
- Organise the issuance of statements of attainment according to the Sitetrain policies and procedures.

Step 7: Review the assessment process. On completion of the assessment process, the Assessor must:

- Review the assessment process;
- Report on the positive and negative features of the assessment to the CEO; and
- If appropriate, raise a Continuous Improvement Report for the Sitetrain Continuous Improvement Committee.

	<p>Step 8: Participate in the reassessment and appeals process. The Assessor must:</p> <ul style="list-style-type: none"> • Provide feedback and counselling to the candidate, if required, regarding the assessment outcome or process, including guidance on further options; • Provide the candidate with information on the reassessment and appeals process; • Report any assessment decision that is disputed by the candidate to appropriate Sitetrain personnel; and • Participate in the reassessment or appeal according to the policies and procedures of Sitetrain.
<p>Benchmark of assessment</p>	<p>In accordance with the appropriate training package, the endorsed unit of competency is the benchmark for assessment. The unit of competency being assessed has been unpacked to identify the required knowledge and skills to be demonstrated by the student.</p> <p>An assessor of this unit must satisfy the requirements of the NVR/AQTF or their successors; and industry regulations for certification and licensing; and best assessed in the context of this sector's work environment where personal safety or environmental damage are limiting factors, assessment may occur in a simulated environment provided it is realistic and sufficiently rigorous to cover all aspects of this sector's workplace performance, including environment, task skills, task management skills, contingency management skills and job role environment skills.</p> <p>Assessment must also take into consideration the specific Standard Operating Procedures or Guidelines relating to HLTAID011 Provide first aid. Each workplace may also have its own specific requirements which must also be considered. In planning the assessment, training staff must liaise with the workplace supervisor to determine any specific requirements.</p> <p>To support reliability in the assessment, model answers have been developed. Where assessment is performance based observational performance, guidelines have been developed for trainer.</p> <p>Knowledge Assessment 1 – Multiple Choice Questions (60 minutes) To support reliability in the theory assessment, model answers have been produced for theory assessment and should be used as the benchmark for assessment.</p> <p>These can be found in the Assessor instructions</p> <p>Knowledge Assessment 2 – True/False Questions (15 minutes) To support reliability in the theory assessment, model answers have been produced for theory assessment and should be used as the benchmark for assessment.</p> <p>These can be found in the Assessor instructions</p> <p>Performance Assessment 1 – Respond to an Adult Collapsed (6 minutes in Pairs) Detail description of what information is to be included has been provided. Model first aid scenario with detailed description of what must be included has been provided. One student performs CPR, second student activates AED the swap roles.</p> <p>First Aid Form and a Review Form have been provided to ensure trainer is aware of what the complete forms include. These can be found in the Assessor instructions.</p> <p>Performance Assessment 2 – Respond to an Infant Collapsed (5 minutes Individual) Observational Performance guidelines have also been provided to ensure the Trainer is aware of expected performance. Treatment Outline has been provided to ensure trainer is aware of what the treatment includes.</p> <p>This can be found in Assessor Performance Assessments and Assessment Results document.</p> <p>Performance Assessment 3 – Specific Conditions and Injuries (15 minutes in Pairs) Observational Performance guidelines have also been provided to ensure the Trainer is aware of expected performance. One student acts as casualty, second student provides first aid – swap each scenario.</p> <p>Activity Sheets for each scenario has been provided to ensure trainer is aware of what each treatment includes.</p> <p>This can be found in Assessor Performance Assessments and Assessment Results document.</p>

Recording assessment evidence	<p>It is mandatory that Assessors record detailed evidence of the student's demonstrated knowledge and skills.</p> <p>Where comments fields have been provided, these are to be used to record detailed commentary on the knowledge and skills demonstrated by the student.</p> <p>Where assessment is performance-based guidelines have been developed for the Trainer and must be completed as assessment takes place to ensure assessment decision are Reliable, Valid, Fair & Flexible the rules of evidence are Valid, Sufficient, Authentic and Current.</p> <p>The Assessment Summary Record is to be used to record the overall assessment finding and the feedback that is provided to the student. These comments should be as detailed as possible.</p> <p>To ensure quality control, a co-assessment process is used to ensure assessment decisions and paperwork are of a high standard. This co-assessment will be completed to CEO. This document can be found in the Assessor Performance Assessment and Results Document, this is for office use only.</p> <p>This completed assessment record will be retained by Sitetrain in archive and may be accessed in the future as part of a review of the quality of evidence being gathered by Sitetrain relating to this unit of competence or as part of a general audit.</p>
Resources	<p>The following resources will be available for the conduct of training and assessment:</p> <ul style="list-style-type: none"> • Qualified Trainers in both training and assessing who also have competencies being trained and relevant knowledge and experience in First Aid. • A training room equipped with display, whiteboard and room for practical demonstrations. • All relevant presentation material including notes, PowerPoint presentation and all other teaching materials such as question and answer sheets. • All equipment required for practical displays, demonstrations, challenge tests and assessments. <p>The following specific equipment is required for the conduct of training and assessment:</p> <ul style="list-style-type: none"> • 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. <p>Checked in date equipment such as but not limited to:</p> <ul style="list-style-type: none"> • PPE such as gloves, face masks, eye shields
Insufficient evidence	<p>If the full scope of evidence cannot be gathered during a module, the assessment should be held open until suitable evidence can be gathered. This may require the assessor to re-schedule a supplementary assessment to maintain the progress of the training program. It is critical that assessments are not concluded when there is insufficient evidence to make a valid assessment decision.</p>

Re-assessment	<p>If the student does not demonstrate satisfactory skills and knowledge in all assessments, the student must be assessed as not-yet-competent. Discuss the need for additional training sessions and the requirements for Re-Assessment of the assessment not met during the initial assessment. Agree on a time you are able to conduct the re assessment/training of JUST the requirements NOT met during the initial assessment. The student is to be given up to three opportunities to undertake the additional assessments and training before extraordinary arrangements are required. You will be required to complete the re-assessment form for each re-assessment which can be found in Assessors Instructions. You may will also be required to complete Performance Assessment documents that corresponds with any performance assessment to be reassessed these can be found in Assessor Performance Assessments and Results document. Depending on what is to be reassessed and assessment within unit it may be practical to provide student with a new Student pack and only complete necessary sections. If you are unsure of any requirements, please contact the head office. All forms are to be complete fully and returned to head office.</p>
Student Assessment Brief	<p>In accordance with the assessment process, students are to be fully briefed about the assessment. Prior to the assessment, the student is to be provided with a detailed briefing on all aspects of the assessment activities. See Assessor Guide for some extra suggestions for this unit and individual assessments.</p> <p>The Assessor is to meet with the student to:</p> <ul style="list-style-type: none"> • Explain the purpose of the assessment and the assessment process; • Explain the consequence of not meeting the requirements of the assessment; • Explain the process of the Competency Interview and the type of knowledge areas that questions will be drawn from; • Explain the units 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 units of competency, evidence requirements and assessment process; • Explain the Student Handbook and where students can get a copy. The Student Handbook, is available from the Trainer, or by contacting Sitetrain directly or by downloading a copy form our website. www.sitetrain.com.au • Outline the specific tasks (in detail) listed within this assessment specification and how these will be facilitated; <p>Students may receive some of this brief as a group. Assessors are to discuss an individual student's needs one-on-one in a private setting. If a group briefing is provided, the assessor is to be available after the brief for individual students to approach and seek clarification.</p>
Assessment Validation and Moderation	<p>Sitetrain is committed to the continuous improvement of its assessment strategy. This commitment has led to the development and implementation of strategies that are applied to the validation and moderation of our assessment strategy.</p> <p>Assessment Validation is a quality review process. It involves checking that the assessment tools produced valid, reliable, sufficient, current and authentic evidence to enable suitable judgements of competence relevant to requirements of the Training Package or accredited course. It includes reviewing and making recommendations for improvements to the assessment tool, process and/or outcomes.</p> <p>Assessment Moderation is a quality review process designed to promote valid, reliable, fair and flexible assessment. It is the process where Assessors compare and evaluate their assessment methods, assessment tools, assessment procedures and assessment decisions. Above all else, it seeks to ensure that our Assessors are interpreting assessment evidence at the same (or very close) standard.</p> <p>Validation and Moderation form part of Sitetrain review of assessment strategies in accordance with the requirements of the Standards for Registered Training Organisations (RTO's) 2015 and industry training package. The process of validating our assessments will also serve to moderate assessment decisions made by assessors.</p> <p>Trainers/Assessors are to review the Sitetrain Validation and Moderation policy and procedure. Trainers/Assessors should also review the Validation and Moderation schedule to identify the next planned validation and moderation session.</p>

HLTAID011 Provide first aid – Session Plan

Timing	Topic	Key Points and Methods	Resources
0700 - 0705	LLN	<ul style="list-style-type: none"> Students complete LLN & return to Trainer 	
0705 - 0715	Introduction.	<ul style="list-style-type: none"> Intro yourself. Your background on the subject. Encourage and motivate participants to be involved. Why are we here and what we want to achieve at the end of the session. Definition of First Aid Code of Practice, First Aid in the Workplace and Principles of First Aid. 	<ul style="list-style-type: none"> Power point. Classroom discussion Learner Guide
0715 - 1015	Presentation	<ul style="list-style-type: none"> Work through the remainder of the presentation 	<ul style="list-style-type: none"> PowerPoint Learner Guide
1015 – 1030	Morning Tea		
1030 - 1130	Knowledge Assessment 1	<ul style="list-style-type: none"> Students complete Multiple Choice Questions 	
1130 - 1145	Knowledge Assessment 2	<ul style="list-style-type: none"> Students complete True/False Questions 	
Students to take time out for Lunch during the waiting period experienced with Performance Assessment 1			
1145 - 1327	Performance Assessment 1	<ul style="list-style-type: none"> Discuss scenario Individuals perform (6 minutes per student) Complete First Aid Incident Report Complete Review Form 	<ul style="list-style-type: none"> PowerPoint Learner Guide
Students to take time out for afternoon tea during the waiting period experienced with Performance Assessment 2			
1327 - 1457	Performance Assessment 2	<ul style="list-style-type: none"> Discuss scenario Individuals perform (5 minutes per student) 	<ul style="list-style-type: none"> PowerPoint Learner Guide
1457 - 1712	Performance Assessment 3	<ul style="list-style-type: none"> Discuss scenarios Performed in Pairs (one student administers 1st aid & second student is casualty then swap (15 minutes per pair) 	<ul style="list-style-type: none"> PowerPoint Learner Guide

Timing/Class Numbers - Confirmation of Assessment/Training Hours

Task	Time	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16	Student 17	Student 18	
LLN	7:00am to 7:05am																			
Introduction	7.05am to 7.15am																			
Presentation	7.15 to 10.15am																			
Morning Tea																				
Knowledge Assessment 1	10.30am to 11.30am																			
Knowledge Assessment 2	11.30am to 11.45am																			
Lunch		Students to take time out for lunch during the waiting period experienced with Performance Assessment 1																		
Performance Assessment 1 <div style="border: 1px solid green; padding: 2px; margin: 5px;"> Performance Assessment 1 Complete in Pairs 6 minutes per student </div> <div style="border: 1px solid grey; padding: 2px; margin: 5px;"> Performance Assessment 1 Complete First Aid Incident Report & Review Form after practical </div>	11.45 – 11.57																			
	11.57 – 12.09																			
	12.09 – 12.21																			
	12.21 – 12.33																			
	12.33 – 12.45																			
	12.45 – 12.57																			
	12.57 – 13.09																			
	13.09 – 13.21																			
	13.21 - 13.27																			
Students to take time out for afternoon tea during the waiting period experienced with Performance Assessment 2																				
Performance Assessment 2 <div style="border: 1px solid green; padding: 2px; margin: 5px;"> Performance Assessment 2 5 minutes Complete Individually </div>	13.27 – 13.32																			
	13.32 – 13.37																			
	13.37 – 13.42																			
	13.42 – 13.47																			
	13.47 – 13.52																			
	13.52 – 13.57																			
	13.57 – 14.02																			
	14.02 – 14.07																			
	14.07 – 14.12																			
14.12 – 14.17																				

Task	Time	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10	Student 11	Student 12	Student 13	Student 14	Student 15	Student 16	Student 17	Student 18
	14.17 – 14.22																		
	14.22 – 14.27																		
	14.27 – 14.32																		
	14.32 – 14.37																		
	14.37 – 14.42																		
	14.42 – 14.47																		
	14.47 – 14.52																		
	14.52 – 14.57																		
Performance Assessment 3 Performance Assessment 3 Complete in Pairs 15 minutes per pair	14.57 – 15.12																		
	15.12 – 15.27																		
	15.27 – 15.42																		
	15.42 – 15.57																		
	15.57 – 16.12																		
	16.12 – 16.27																		
	16.27 – 16.42																		
	16.42 – 16.57																		
	16.57 – 17.12																		

Lunch break for students and trainer must be taken before or after student completes Performance Assessment 1 at an agreed time during assessments of other students. Afternoon tea break for students and trainer is as per the Lunch Break during any downtime through Performance Assessments 2 & 3.

Assessment Overview

The completion of two Knowledge Assessments and three Practical Assessments will assess the units of competency. This allows for the discrete assessment of specific knowledge and the assessment of knowledge integrated with skills during practical tasks.

Number	Method	Description
HLTAID011 Knowledge Assessment 1	Multiple Choice 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 answer all questions correctly. The assessment is supervised in a classroom setting and conducted over 1 hour
HLTAID011 Knowledge Assessment 2	True/False 30 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 answer all questions correctly. The assessment is supervised in a classroom setting and conducted over 30 minutes.
HLTAID011 Performance Assessment 1	Adult Collapsed in a Retail Area 6 minutes per student	Undertake to perform the necessary first aid requirements for this scenario. Students to complete First Aid Form and Review Form. Individual Activity but students are paired – one performs CPR and one performs AED technique then students swap roles.
HLTAID011 Performance Assessment 2	Infant Collapsed in Child Care Centre 5 minutes	Undertake to perform CPR on an infant manikin. Individual Activity
HLTAID011 Performance Assessment 3	Specific Conditions and Injuries 15 minutes per pair	Undertake to perform the necessary first aid requirements for these scenarios. Individual Activity but students are paired – one performs 1st aid and one is casualty then students swap roles

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.