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**HLTAID003**

**Provide first aid**

**Assessment 1: Part A Pre-study workbook**

# Unit Overview

**HLTAID003 Provide first aid**

This unit describes the skills and knowledge required to provide a first aid response to a casualty. The unit applies to all workers who may be required to provide a first aid response in a range of situations, including community and workplace settings.

*Specific licensing /regulatory requirements relating to this competency, including requirements for refresher training should be obtained from the relevant national/state/territory Work Health and Safety Regulatory Authorities.*

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| --- | --- |
| **ELEMENT**  | **PERFORMANCE CRITERIA**  |
| *Elements describe the essential outcomes.* | *Performance criteria describe the performance needed to demonstrate achievement of the element.* |
| 1. Respond to an emergency situation | 1.1 Recognise an emergency situation1.2 Identify, assess and minimise immediate hazards to health and safety of self and others1.3 Assess the casualty and recognise the need for first aid response1.4 Assess the situation and seek assistance from emergency response services |
| 2. Apply appropriate emergency first aid procedures | 2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with Australian Resuscitation Council (ARC) guidelines2.2 Provide first aid in accordance with established first aid principles2.3 Display respectful behaviour towards casualty 2.4 Obtain consent from casualty where possible2.5 Use available resources and equipment to make the casualty as comfortable as possible2.6 Operate first aid equipment according to manufacturer’s instructions2.7 Monitor the casualty s condition and respond in accordance with first aid principles |
| 3. Communicate details of the incident | 3.1 Accurately convey details of the incident to emergency response services3.2 Report details of incident to workplace supervisor as appropriate 3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies |
| 4. Evaluate the incident and own performance | 4.1 Recognise the possible psychological impacts on self and other rescuers involved in critical incidents 4.2 Participate in debriefing to address individual needs  |

# Assessment Evidence

**To achieve competency in this unit a student must demonstrate their ability to:**

**Performance Evidence**

The candidate must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Australian Resuscitation Council (ARC) guidelines and workplace procedures:

* Followed DRSABCD in line with ARC guidelines including:
* performed 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
* performed 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
* responded appropriately in the event of regurgitation or vomiting
* managed the unconscious breathing casualty
* followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
* followed the prompts of an Automated External Defibrillator (AED)
* Responded to at least two simulated first aid scenarios contextualised to the candidate s workplace/community setting, including:
* conducted a visual and verbal assessment of the casualty
* demonstrated safe manual handling techniques
* post-incident debrief and evaluation
* provided an accurate verbal and written report of the incident
* Applied first aid procedures for the following:
* allergic reaction
* anaphylaxis
* bleeding control
* choking and airway obstruction
* envenomation, using pressure immobilisation
* fractures, sprains and strains, using arm slings, roller bandages or other appropriate immobilisation principles techniques
* respiratory distress, including asthma
* shock

**Knowledge Evidence**

The candidate must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role. This includes knowledge of:

* State/Territory regulations, first aid codes of practice and workplace procedures including:
* ARC Guidelines for provision of CPR and first aid
* safe work practices to minimise risks and potential hazards
* first aid requirements for services under the Education and Care Services National Law
* requirements for currency of skill and knowledge
* Legal, workplace and community considerations, including:
* awareness of potential need for stress-management techniques and available support following an emergency situation
* duty of care requirements
* respectful behaviour towards a casualty
* own skills and limitations
* consent
* privacy and confidentiality requirements
* importance of debriefing
* Considerations when providing first aid including:
* airway obstruction due to body position
* appropriate duration and cessation of CPR
* appropriate use of an AED
* chain of survival
* standard precautions
* how to conduct a visual and verbal assessment of the casualty
* Principles and procedures for application of first aid management of the following scenarios:
* abdominal injuries
* allergic reaction
* anaphylaxis
* basic care of a wound
* bleeding control
* burns
* cardiac conditions, including chest pain
* choking and airway obstruction
* crush injuries
* diabetes
* dislocations
* drowning
* envenomation
* environmental impact, including hypothermia, hyperthermia, dehydration and heat stroke
* eye and ear injuries
* fractures
* febrile convulsions
* head, neck and spinal injuries
* minor skin injuries
* needle stick injuries
* poisoning and toxic substances
* respiratory distress, including asthma
* seizures, including epilepsy
* shock
* soft tissue injuries, including sprains and strains
* stroke
* unconsciousness
* Basic anatomy and physiology relating to:
* how to recognise a person is not breathing normally
* chest
* response/consciousness
* upper airway and effect of positional change
* considerations in provision of first aid for specified conditions

**Assessment conditions**

Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates skills and knowledge.

Assessment resources must include:

* Adult, child and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures
* AED training device
* Different types of training adrenalin auto-injector training devices (e.g. EpiPen and AnaPen)
* Different types of placebo bronchodilators and a spacer device
* Roller bandages
* Triangular bandages
* Workplace First Aid kit
* Workplace injury, trauma and/or illness record, or other appropriate workplace incident report form
* Wound dressings

Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.

Assessors must satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

# Information for Students

**Assessment Information**

**Prior to Assessment**

Your Trainer/Assessor will advise you of your rights before and after assessments, including the right to appeal.

Your Trainer/Assessor will provide you with all relevant information relating to the assessments prior to commencement, and of the appeals procedure that can be utilised if you wish to appeal against the assessment outcome or make a complaint.

**Results**

You will be informed of the outcome of your assessment as soon as possible from the date the assessment was submitted. Prompt feedback will be offered to you on the outcome of the assessment. Feedback will be delivered in written and where possible, verbal form to you.

**ACSF Specifications and Foundation Skills**

The term ‘Foundation Skills’ is currently used to include the core skills defined in the Australian Core Skills Framework (ACSF) as well as the employability skills identified by employers as critical for effective performance in the workplace. The core skills of the ACSF include reading, writing, oral communication, numeracy and learning.

Foundation skills encompass the core skills of reading, writing, oral communication, numeracy and learning as described by the Australian Core Skills Framework (ACSF), and the Employability Skills/Core Skills for Work. They exist on a continuum from very basic skills to highly-developed and specialist skills. The foundation skills have been addressed in this assessment.

**Assessment Process**

To demonstrate competence in this unit, you must undertake all tasks in this assessment booklet and complete them satisfactorily and in addition, also satisfactorily complete the practical assessment, including demonstrating communication skills during the practical activities. After you have demonstrated consistency in performance you will be awarded this unit.

As part of the assessment process, you must abide by any relevant assessment policies as provided to you. If you feel you are not yet ready to be assessed or this assessment is unfair, please discuss with your assessor all options that are available to you to enable you to complete the assessment.

**Submitting Assessments**

You should submit assessment tasks with the provided cover sheet.

Assessments should be submitted on or before their due date. Extensions for individual assessment tasks may be negotiated in specific circumstances. Consultation on this must occur prior to the due date and extensions due to illness will require a medical certificate. Extensions must be confirmed by the Trainer/Assessor in writing.

**Plagiarism and Referencing**

All students are reminded that plagiarism will not be tolerated. Information, ideas etc. quoted or paraphrased from another source, must be acknowledged with “quotation marks” around the relevant words/sentences or ideas and cited at the end of the document. Sources of information, ideas etc. must be provided in alphabetical order by author’s surname (including author’s full name, name of document/ book/internet etc. and year and place of publishing) or may be included in brackets in the text.

**Assessment Outcomes**

There are two (2) outcomes of assessments: Satisfactory and Not Satisfactory (requires more

training and experience).

You will be awarded a ‘Competent’ grade on completion of the unit when the trainer/assessor is satisfied that you have completed all assessments and have provided the appropriate evidence required to meet all criteria. If you fail to meet this requirement you will receive the result of Not Competent and will be eligible to be re-assessed.

**Re-assessment**

Students will be allowed two (2) further attempts at an assessment for which the outcome is Not Satisfactory, within the timeframe of a course (unit of competency). No additional fees will be charged.

Students who require re-assessment beyond the delivery timeframe of a unit or due date of an assessment, unless it is due to medical reasons, will be given the opportunity to request additional time to resubmit and in this time they can request a mentoring session as required.

**Reasonable Adjustment**

RTOs and trainer/assessors are obliged by law to make reasonable adjustment to ensure maximum participation of students with disability in teaching, learning and assessment activities. This includes:

* Ensuring that course activities are sufficiently flexible;
* Providing additional support where necessary; and
* Offering a reasonable substitute within the context of the course where a student cannot participate

Reasonable adjustment is defined in section 4 (1) of the Employment and the Disability Discrimination Act as ‘an adjustment to be made by a person is a reasonable adjustment unless making the adjustment would impose an unjustifiable hardship on the person’.

Reasonable adjustment as it applies to participation in learning and assessment activities may include:

* Customising resources or activities within a training package or accredited course;
* Modifying a presentation medium;
* Providing additional support;
* Providing assistive or adaptive technologies;
* Making additional information accessible both before enrolment and during the course; and
* Monitoring these adjustments to ensure that the student’s needs continue to be met

An individual’s access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in the training package. Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes.

When assessing people with disabilities, trainer/assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

The assessment process must:

* Provide for valid, reliable, flexible and fair assessment
* Provide for judgement to be made on the basis of sufficient evidence
* Offer valid, authentic and current evidence

**Access and Equity**

Please speak to your trainer/assessor if you require assistance with any access and equity concerns you may have.

**Recognition of Prior Learning**

If you can demonstrate that you have the skills and knowledge within this unit, you should speak to your trainer/assessor about this and apply for recognition of prior learning.

# Assessments

There are **2** forms of assessment or evidence gathering methods for this unit of competency. You are required to complete them both.

**1. Knowledge Assessment**

**Part A – Pre-course short answer questions**

This part consists of **65** questions that must be completed prior to the start of your training course. The HLTAID003 Information booklet (First Aid Theory Book) provided should be used as a resource to answer the pre-assessment questions. All questions must be answered correctly and brought with you to the HLTAID003 Provide first aid training course.

**Part B – In classroom multiple-choice questions**

This part consists of **44** multiple choice questions to be completed during your classroom training. The HLTAID003 Information booklet (First Aid Theory Book) provided should be used as a resource to answer the questions. All questions must be answered correctly and in accordance with the instructions provided.

**Part C – In-classroom short answer questions**

This part consists of **32** short answer questions to be completed during the training course. The HLTAID003 Information booklet (First Aid Theory Book) provided should be used as a resource to answer the questions. You will need to answer all questions correctly and in accordance with the instructions provided.

**2. Practical Demonstration**

This assessment is made up of **3 scenarios** and requires you to demonstrate your ability to provide an emergency first aid response in an education and care setting. This assessment will take place in a simulated environment in the RTO. You must respond to all questions and tasks correctly and provide any requested documentation.

Your assessor will advise you when your assessments are due and make arrangements for the role plays and practical demonstrations to take place and ensure all necessary resources are available.

# Student Assessment Instructions

To demonstrate your competency in this unit you must successfully complete both theory and practical assessment tasks. The practical assessments will be conducted at a date and place to be advised by your Trainer/Assessor.

All questions must be answered correctly for each assessment task to be completed satisfactorily. There is no restriction on the length of the question responses, or time restriction in completing the assessment.

You must complete all questions unassisted by the assessor or other personnel, but may refer to reference material as needed.

**Assessment Cover Sheet**

|  |  |
| --- | --- |
| **Student Name:** |  |
| **Student ID:** |  |
| **Contact Number:** |  |
| **Email:** |  |
| **Trainer/Assessor Name:** |  |
| **Qualification:** |  |
| **Unit of Competency:** | HLTAID003 Provide first aid  |
| **Assessment:** | ☐ **1. Pre-course assessment**☐ 2. In-class multiple choice questions☐ 3. In-class Short answer questions☐ 4. Practical Demonstration |
| **Due Date:** |  | **Date Submitted:** |  |
| If your assessment is being submitted after the due date, please attach a copy of the written confirmation of extension received from the Trainer/Assessor. |
| **Declaration:** | I have read and understood the following information at the beginning of this assessment (please tick):  |
| ☐ General assessment information☐ Submitting assessments☐ Assessment results☐ Plagiarism and referencing |
| I declare this assessment is my own work and where the work is of others, I have fully referenced that material. |
|  |  |  |  |  |
| **Name (please print)** |  | **Signature** |  | **Date** |

# Assessment 1: Part A Pre-course assessment

This part consists of **65** questions that must be completed prior to the start of class. The HLTAID003 Information booklet (First Aid Theory Book) provided should be used as a resource to answer the questions. All questions must be answered and brought with to the HLTAID003 Provide first aid training course.

**Assessor instructions:**

Students will need to download or be given the student pre-study workbook to complete this part of the assessment prior to the training course. Students will need to bring the pre-course assessment completed with their answers to the training course.

For this assessment to be deemed satisfactory, all questions must be answered in a similar manner to, or meeting the intent of the sample answers provided. Student answers may vary.

**Questions**

**1.** What are the 4 main objectives of the first aider?

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| --- |
| **1.** |
| **2.** |
| **3.** |
| **4.** |

**2.** In what 4 situations do you NOT have to perform first aid?

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| --- |
| **1.** |
| **2.** |
| **3.** |
| **4.** |

**3.** What is meant by the ‘Chain of Survival’?

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| --- |
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|  |

**4.** What are the 4 steps of the Chain of Survival?

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| --- |
| **1.** |
| **2.** |
| **3.** |
| **4.** |

**5.** List 5 things that you should have in your first aid kit.

|  |
| --- |
| **1.** |
| **2.** |
| **3.** |
| **4.** |
| **5.** |

**6.** When you are assessing an emergency situation for danger, list 4 dangers you need to look for?

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| --- |
| **1.** |
| **2.** |
| **3.** |
| **4.** |

**7.** Explain the 5 main steps in performing an initial examination of a casualty:

|  |
| --- |
| **1.** |
| **2.** |
| **3.** |
| **4.** |
| **5.** |

**8.** Give 3 circumstances when you would place a casualty into the recovery position?

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**9.** How should you place a casualty in the Recovery position?

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**10.** When would you use the ‘HAINES’ position?

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| --- |
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**11.** What is the difference between an adult and infant recovery position?

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| --- |
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|  |

**12.** What should you do when a patient is choking

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| --- |
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|  |

**13.** What is an asthma attack?

|  |
| --- |
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|  |

**14.** What are the 4 symptoms of an asthma attack?

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| --- |
| **1.** |
| **2.** |
| **3.** |
| **4.** |

**15.** In the first aid management of a bleeding patient why does the first aider apply a firm pad and bandage?

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**16.** List 5 signs and symptoms of shock?

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| **1.** |
| **2.** |
| **3.** |
| **4.** |
| **5.** |

**17.** What is the difference between a minor and serious burn and how are they managed?

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**18.** What do the letters R.I.C.E.R stand for?

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**19.** List 4 common warning signs of a heart attack?

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| --- |
| **1.** |
| **2.** |
| **3.** |
| **4.** |

**20.** What is the FAST test?

|  |
| --- |
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**21.** How do you manage a patient who has heat stroke?

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| --- |
|  |
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 **22.** What are four signs and symptoms of an abdominal injury?

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| --- |
| **1.** |
| **2.** |
| **3.** |
| **4.** |

**23.** When should you contact the emergency services if attending a first aid emergency?

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| --- |
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|  |

**24.** If attending a first aid emergency in Sydney NSW what number must you call to ask for help?

|  |
| --- |
|  |

**25.** If attending a first aid emergency in Sydney NSW which emergency service would you ask for if you are unsure of what services you need?

|  |
| --- |
|  |

**26.** Give 4 pieces of information would you need to give the operator when asking for emergency help?

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| --- |
| **1.** |
| **2.** |
| **3.** |
| **4.** |

**27.** When documenting the first aid incident, what details should you record?

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| --- |
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**28.** Why is it important that you seek help if you begin suffering from stress, anxiety or other emotional trauma after assisting in a first aid emergency?

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**29.** List four important details that you need to give to a healthcare professional when giving a handover:

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| --- |
| **1.** |
| **2.** |
| **3.** |
| **4.** |

**Circle the correct answer.**

**There is only one correct answer per question**

**30.** If an adult casualty is unable to communicate or is unconscious and in a life threating situation should you continue and provide first aid?

|  |
| --- |
| **Yes or No?** |

**31.** If an injured adult refuses your help, even though they are clearly injured and require first aid treatment should you continue and provide first aid?

|  |
| --- |
| **Yes or No?** |

**32.** If you are the designated First Aider in your workplace and assistance is required, is it your duty of care to provide assistance even if you have not been asked?

|  |
| --- |
| **Yes or No?** |

**33**. List seven stages of DRSABCD

|  |
| --- |
| **1.** |
| **2.** |
| **3.** |
| **4.** |
| **5.** |
| **6.** |
| **7.** |

**34.** Car accident scenario

As part of your learning journey you will come across many situations. The accident scene above contains real or potential hazards. Can you find them? List them below.

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**35.** As part of your learning journey you need to be aware of your immediate area and its potential hazards. Look around your immediate area and identify 3 potential physical hazards and the potential effect that they may have on an individual.

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| --- |
| **1.** |
|  |
| **2.** |
|  |
| **3.** |
|  |

**36.** As part of your learning journey revise your reading by answering True or False to the following.

a. A hazard has the potential to cause injury or illness **True / False.**

b. A broken chair doesn’t matter as no-one would sit in it anyway. **True / False.**

c. A cracked drinking glass is an example of a physical hazard. **True / False.**

**37.** As part of your learning journey read the following scenario and answer the question below. An individual has stumbled and fallen off the treadmill in the gym. They are unconscious on the floor after hitting their head and there appears to be some displacement of their knee. What would be your “first” priority in your plan of management?

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**38.** Answer True or False to the following:

Consciousness can be determined by checking the casualty’s skin colour. **True / False**

**39.** Answer True or False to the following:

1. An example of a sign is vomiting. **True / False**
2. An example of a symptom is bleeding **True / False**
3. It’s normal for clear ooze to spill from the ear but not blood. **True / False**

**40.** Prioritise the treatment of the following casualties from the most urgent to the least urgent by numbering them **1 – 4** in the space provided.

|  |  |
| --- | --- |
| A casualty with a sprained ankle  |  |
| An unconscious casualty who has no breathing and no pulse  |  |
| A casualty with chest pain and shortness of breath  |  |
| An unconscious casualty who is breathing  |  |

**41.** Answer True or False by circling the correctanswer:

***1.*** Panic and pressure can cause the pulse rate and blood pressure to increase thereby increasing pain and bleeding

**True / False**

***2.*** One way to reassure the casualty is to stay with them

**True / False**

***3.*** You could help in a first aid situation by driving an injured casualty to the hospital

**True / False**

Offering reassurance is the process of providing information that is comforting and instills trust and confidence in your abilities to provide first aid care. You can offer reassurance through giving the casualty information about the care you are providing and by letting them know that professional help is on the way, if this is the case. Your reassurance can greatly assist in reducing the casualty’s fears and anxieties. In some circumstances bystanders may also require reassurance that the situation is under control.

**42.** When working out your first aid requirements name 2 factors that need to be considered:

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| --- |
| **1.** |
| **2.** |

**43. *Answer True or False by circling the correct answer:***

***a.*** The sooner you raise the alarm, the sooner help will arrive. **True / False**

***b.*** It is standard practice to run to look for help. **True / False**

***c.*** It is acceptable to call out ‘Malcolm, Fred’s got blood all over the place. I think he’s cut off his finger, maybe his whole arm. It’s unbelievable!’ **True / False**

**44. *Answer True or False by circling the correct answer:***

***a.*** You should tell the 000 operator whether you need an ambulance, police or fire service. **True / False**

***b.*** Conveying physical details of the casualty to 000 isn’t important because the paramedics will judge for themselves when they arrive. **True / False**

***NOTE:*** *The information that you have obtained about the casualty’s condition and the nature of the incident should be passed on to relevant personnel.*

**45. *Answer True or False by circling the correct answer:***

***a.*** The outcome is the most important thing to focus on when reporting. **True / False**

***b.*** After filling out the accident/incident report, submit it to management. **True / False**

**46.** List three personal limitations of the first aider that would need to be taken into consideration.

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| **1.** |
| **2.** |
| **3.** |

**47.** List three concepts behind a dynamic risk assessment.

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| --- |
| **1.** |
| **2.** |
| **3.** |

**48**. What is the difference between a primary and secondary survey?

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**49**. List three methods you can adopt to reassure a casualty.

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| --- |
| **1.** |
| **2.** |
| **3.** |

**50.** Why is it preferable to lift a casualty with a stretcher?

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**51.** What does AED stand for?

|  |  |
| --- | --- |
| **A** |  |
| **E** |  |
| **D** |  |

**52**. Where can personnel find information on how to operate first aid equipment?

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| --- |
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**53**. When should first aid documentation be completed?

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**54**. What action might your employer take to improve your first aid skills?

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**55**. Who has a duty of care responsibility to provide first aid in the workplace?

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**56.** List five hazards that may exist in a first aid situation

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| **1.** |
| **2.** |
| **3.** |
| **4.** |
| **5.** |

**57.** What would happen if you do not act and make decisions promptly in an emergency situation?

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**58.** List two details of information that you may be able to provide to the casualty in order to comfort them

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| --- |
| **1.** |
| **2.** |

**59**. What does ARC stand for?

|  |  |
| --- | --- |
| **A** |  |
| **R** |  |
| **C** |  |

**60.** When would you not use an AED?

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**61**. What is respiratory distress?

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**62**. List four details that would be included in the first aid report.

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| **1.** |
| **2.** |
| **3.** |
| **4.** |

**63.** List two benefits of a debriefing session

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| --- |
| **1.** |
| **2.** |

**64.** List three control measures could you employ to minimise risk.

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| --- |
| **1.** |
| **2.** |
| **3.** |

**65**. When would you implement Triage?

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**Note: You will need to bring these assessment questions completed with you to your HTLAID003 Provide first aid training course.**