



HLTAID012

**Provide First Aid in an
education and care setting**

LEARNING ACTIVITY BOOKLET (Trainer Copy)



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Overview

HLTAID012 - Provide First Aid in an education and care setting (Release 2)

This unit describes the skills and knowledge required to provide a first aid response to infants and children in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

This unit applies to a range of workers within an education and care setting who are required to respond to a first aid emergency, including asthma and anaphylactic emergencies. This includes early childhood workers and educators who work with school age children in outside school hours care and vacation programs.

This unit of competency may contribute towards approved first aid, asthma and anaphylaxis training under the Education and Care Services National Law, and the Education and Care Services National Regulations (2011).

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.

A complete copy of the above unit of competency can be downloaded from the TGA website:

<https://training.gov.au/Training/Details/HLTAID012>

Trainer Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test learners' underpinning generic knowledge and practical activities to test their skills relevant to the unit/s of competency.

These formative assessments are used by trainers to complement both the learning and training processes, and to evaluate how learners are progressing throughout these processes.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

Reasonable adjustment applies here, and while the majority of learners will complete this assessment as a written assessment, verbal assessment may be an option for those who need it. The assessor must use the marking guide as the principal marking tool unless a reasonable adjustment is demonstrated.

The Learning Activity Booklet (Trainer Copy) provides model answers to all the questions, setting out which key responses must be included as well as indicating where flexibility is acceptable.

The number of responses required is specified in each assessment task to avoid ambiguity. In these cases, the model answer will provide a list of possible answers. For instance, if a question requires the learner to list three examples, then their response must include three of the items listed in the model answer.

Learner Instructions

This Learning Activity Booklet contains formative activities that learners will complete in the classroom or a similar environment.

These formative activities include knowledge questions to test your underpinning generic knowledge and practical activities to test your skills relevant to the unit/s of competency.

These formative assessments are used by your trainer to complement both the learning and training processes, and to evaluate how you are progressing throughout these processes.

You may reference your Learner Guide and other learning materials to complete the activities included in this workbook.

IMPORTANT:

The completion of the formative assessments and learning activities included in this workbook DOES NOT lead to a Qualification or a Statement of Attainment (SOA).

Learner Information

Learner name	
Phone	
Email	

Trainer Information

Trainer name	
RTO name	
RTO phone	
RTO email	

Resources Required

Resources needed to complete activities included in this workbook include:

- Computer with Internet, email access, and a working web browser
- Installed software: MS Word, Adobe Acrobat Reader
- Learner guide

Work Health and Safety

Both the trainers and learners have duty of care in ensuring that the learning environment is free from hazards that may pose risks to their health and safety.

According to WHS legislation, trainers and learners must take reasonable care while undertaking the activities included in this workbook in the learning environment.

Reasonable Adjustment

‘Reasonable adjustment’ in VET is the term applied to modifying the learning environment or making changes to the training delivered to assist a learner with a disability. A reasonable adjustment can be as simple as changing classrooms to be closer to amenities or installing a particular type of software on a computer for a person with vision impairment.

Why make a reasonable adjustment?

We make reasonable adjustments in VET to make sure that learners with disabilities have:

- The same learning opportunities as learners without disabilities, and
- The same opportunity to perform and complete assessments as those without disabilities.

Reasonable adjustment applied to participation in teaching, learning, and assessment activities can include:

- Customising resources and assessment activities within the training package or accredited course
- Modifying the presentation medium
- Learner support
- Use of assistive/adaptive technologies
- Making information accessible both before enrolment and during the course
- Monitoring the adjustments to ensure learner needs continue to be met

Assistive/Adaptive Technologies

Assistive/adaptive technology means ‘software or hardware that has been specifically designed to assist people with disabilities in carrying out daily activities’ (World Wide Web Consortium - W3C). It includes screen readers, magnifiers, voice recognition software, alternative keyboards, devices for grasping, visual alert systems, and digital note-takers.

(Adapted Reasonable Adjustment in teaching, learning and assessment for learners with a disability - November 2010 - Prepared by - Queensland VET Development Centre)

IMPORTANT:

Reasonable adjustment made for collecting learner assessment evidence must not impact the standard expected by the workplace, as expressed by the relevant unit/s of competency. For example, if the assessment were gathering evidence of the learner’s competency in writing, allowing the learner to complete the assessment verbally would not be a valid assessment method. The method of assessment used by any reasonable adjustment must still meet the competency requirements.

Contextualisation

Contextualisation is the process of modifying assessment tools to make learning more meaningful for your students and their employers.

Harvard Management Institute Pty Ltd. highly recommends that your RTO contextualise the assessment tools before using them.

You must contextualise the assessment tools to suit:

- Your student's needs
- Your RTO's training and assessment processes
- The work and industry context in which you operate

Contextualising for your state/territory

The contents of this assessment tool are not written for a specific state/territory unless stated otherwise. Where the assessment tool refers to legislation and other industry requirements, which may vary across states/territories, model answers are based on one state/territory.

Should your RTO intend to use this assessment tool for learners from your state/territory, Harvard Management Institute Pty Ltd. recommends you to:

- Access and review the legislation and industry requirements applicable in your state/territory.
- Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.

When you are contextualising assessment tools, you must ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

Formative Activities

I. Respond to an Emergency Situation

Activity 1.1

True or False

Review the statements below about the assessment principles in first aid response. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: HLTAID012 PC1.3 (p)

Learner guide reference: HLTAID012 Learner Guide, Chapter 1, Section 1.3.1

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. First aiders must look into the history of the casualty. This includes finding out the events leading to, during, and after the accident, incident, or illness.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	ii. You can establish the history of the casualty by asking the casualty (if they are conscious) and bystanders who witnessed the incident questions.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. In the event that the casualty is unconscious and there are no bystanders, you will have to proceed with first aid response and determine the history of the casualty once the casualty has regained consciousness.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. To recognise illnesses, injuries, and other conditions, first aiders may also look into signs in the casualty. These are indicators of conditions you can hear or see, such as redness, swelling, cuts and wounds, and rapid or laboured breathing.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	v. Symptoms are what the bystanders who witnessed the incident can tell you about the casualty. These are things that you cannot hear or see, so first aiders must ask questions to aid them in their first aid response.

Activity 1.2

Briefly explain how to know if controlling a hazard is safe for you to do so.

Mapping: HLTAID012 PC1.2 (p)

Learner guide reference: HLTAID012 Learner Guide, Chapter 1, Section 1.2.4

Marking guide

The candidate must briefly explain how to know if controlling a hazard is safe for them to do so.

For satisfactory performance, although wording may slightly vary, the candidate's answer must match the model answer provided below.

To determine whether controlling the hazard yourself is safe to do so:

- Think about your assessment of the hazard:
 - Where is the hazard located? If it is far from you, the casualty, and other bystanders, it is unlikely that it will cause harm to you and the casualty.
 - What harm will the hazard cause?
 - How severe of harm will the hazard cause?
- Ask yourself:
 - 'If I do this, what could happen next?'
 - 'Will I put myself in danger?'
 - 'Will I put the casualty in more danger?'
- Check your abilities and limitations:
 - Are you qualified to do control this hazard?
 - Have you been sufficiently trained in controlling this hazard?
 - Have you had sufficient experience in controlling this hazard?

II. Apply Appropriate First Aid Procedures

Activity 2.1

Fill in the blanks.

The following are statements about performing cardiopulmonary resuscitation (CPR). Review each and complete the statement by filling in the missing words/phrases.

Mapping: HLTAID012 PC2.1 (p)

Learner guide reference:

- HLTAID012 Learner Guide, Chapter 2, Section 2.1.1
- HLTAID012 Learner Guide, Chapter 2, Section 2.1.2
- HLTAID012 Learner Guide, Chapter 2, Section 2.1.3
- HLTAID012 Learner Guide, Chapter 2, Section 2.1.4

- i. The purpose of CPR is to temporarily maintain a circulation sufficient to preserve brain function until specialised treatment is available. Rescuers must start CPR if the person is unconscious and not breathing normally.
- ii. Compression force should be adjusted to account for the lesser strength bones of children and infants possess
- iii. The Australian Resuscitation Council (ARC) is a voluntary coordinating body representing groups involved in teaching and practising resuscitation. They produce guidelines on the practice of resuscitation to ensure uniformity and simplicity in resuscitation techniques and terminology.
- iv. Defibrillation involves restoring the regular cardiac activity and rhythm by the running of a controlled electric shock through the chest with a device known as an automated external defibrillator (AED).
- v. The heart, pulse, and breathing rates of children and infants are slightly higher than that of adults.

Activity 2.2

Identify six common items included in a first aid kit.

Mapping: HLTAID012 PC2.5 (p)

Learner guide reference: HLTAID012 Learner Guide, Chapter 2, Section 2.5.1

Marking guide

The candidate must identify six common items included in a first aid kit.

For satisfactory performance, their answer must refer to items needed to give medical treatments focusing on first aid. Their answers may include the following:

- Bandages of varying widths
- Hypoallergenic (skin) Tape
- Adhesive Dressing Strips in different sizes
- Cotton Gauze or Swabs
- Dressing Pads
- Sterile Eye Pads
- Alcohol Swabs
- Stainless Steel Scissors and Tweezers
- Disposable Gloves
- Shock (Thermal) Blanket
- Safety Pins
- Notepad and Permanent Marker
- Sterile Saline Tubes/Sachets
- Disposable Resuscitation Face Shield
- First Aid Booklet
- Personal Protective Equipment (PPE)

i.

ii.

iii.

iv.

v.

vi.

Activity 2.3

True or False

Review the statements below about the Australian Resuscitation Council's (ARC's) Guidelines for First Aid. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: HLTAID012 PC2.1 (p)

Learner guide reference: HLTAID012 Learner Guide, Chapter 2, Section 2.1

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. Infants have softer and smaller bones, so the strength needed to do chest compressions is considerably less than with a child or adult.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. The chest cavity is protected by the rib cage and houses some of the most important organs of the cardiovascular system — the trachea and the esophagus.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iii. The blockage caused by a visible foreign object can be dealt with by laying the casualty in a recovery position.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iv. Clearing the airway and breathing is of utmost priority when checking for the condition of the casualties of an emergency.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. The windpipe of infants is pliable enough that improper positioning could lead to distortion.

III. Communicate Details of the Incident

Activity 3.1

True or False

Review the statements below about communicating and reporting details of an incident. Indicate whether each statement is True or False.

Tick the box that corresponds to your answer.

Mapping: HLTAID012 PC3.1 (p), PC3.2 (p), PC3.5 (p)

Learner guide reference:

- *HLTAID012 Learner Guide, Chapter 3, Section 3.1*
- *HLTAID012 Learner Guide, Chapter 3, Section 3.2*
- *HLTAID012 Learner Guide, Chapter 3, Section 3.5*

<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	i. It is very crucial to remain calm to be able to convey an accurate, clear, and concise idea of the casualty's history, signs, symptoms, and administered aid.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	ii. If multiple rescuers are present on the incident, make sure that only one person is providing the details of the incident. This ensures that the details provided to the emergency responders are consistent.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	iii. Major incidents must be reported to the Department of Education for those in the education sector.
<input type="checkbox"/> TRUE <input checked="" type="checkbox"/> FALSE	iv. The regulatory authorities that need to be reported to will depend on preference of the casualty's caregiver.
<input checked="" type="checkbox"/> TRUE <input type="checkbox"/> FALSE	v. There are mandatory reporting requirements set for different states/territories.

Activity 3.2

Identify the necessary information that needs to be provided when reporting details of an incident to parents or caregivers.

Mapping: HLTAID012 PC3.4

Learner guide reference: HLTAID012 Learner Guide, Chapter 3, Section 3.4

Marking guide

The candidate must describe what the 13 Australian Privacy Principles outlined by the Privacy Act 1988 covers.

For satisfactory performance, although wording may slightly vary, the candidate's answer must match the model answer provided below.

- What happened to the child
- How it happened
- The first aid provided
- If the child needed advance assistance, the information of the emergency service:
 - Where the child had been taken (complete address)
 - When the child was taken
 - Contact information of emergency services

IV. Review the Incident

Activity 4.1

Matching Type

Identify the period wherein first responders experience the situations being described in each statement below.

Periods before/during/after Emergency
Pre-emergency
During emergency
Post-emergency

Mapping: HLTAID012 PC4.1 (p)

Learner guide reference: HLTAID012 Learner Guide, Chapter 4, Section 4.1

Experiences	
Post-emergency	i. Recall of incident, mainly through publicity and media coverage
Pre-emergency	ii. Unrealistic expectation
Pre-emergency	iii. The feeling of being unfit or unprepared to take on emergency
Post-emergency	iv. Criticism and lack of acknowledgement to rescuers
During emergency	v. Exposure to health and safety hazards

Activity 4.2

Define debriefing in the context of first aid response.

Mapping: HLTAID012 PC4.2 (p)

Learner guide reference: HLTAID012 Learner Guide, Chapter 4, Section 4.2

Marking guide

The candidate must define debriefing in the context of first aid response.

For satisfactory performance, although wording may slightly vary, the candidate's answer must match the model answer provided below.

Debriefing is a specific technique designed to assist others in dealing with the physical or psychological symptoms that are generally associated with trauma exposure. Debriefing allows those involved with the incident to process the event and reflect on its impact.

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