



RTO No. 31736 | CRICOS 03010G

HEALTH AND COMMUNITY SERVICES

HLTAID011

Provide First Aid

Assessor Guide Part B

Version control

Date	Version	Changes made	Author
11 March 2020	6.3	Audit rectifications	YL
19 March 2020	6.4	Update knowledge questions, update of mapping & tasks	SG
20 March 2020	6.5	Update of benchmark answers	SG
17 June 2020	6.6	Update of COVID	YL
29 June 2020	6.7	Update MCQ Q13,24,28	YL
1 July 2020	6.8	Scenario 2	YL
2 July 2020	6.9	Update debrief/reflection	YL
14 April 2021	6.10	Update and rewording knowledge questions	JM

Please note that in this document it includes copies of the student instructions.

Benchmark answers are in **red** and specific assessor instructions are in **blue**.

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Assessment mapping matrix..... Error! Bookmark not defined.

Assessment of this Unit of Competency

Unit overview

This unit describes the skills and knowledge required to provide a first aid response to a casualty.

This unit applies to all workers who may be required to provide CPR in a range of situations, include community and workplace settings

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

Assessment Tools

The unit, HLTAID003 Provide first aid has 2 assessment tools. The assessment tools consist of:

1. AT 1 of 2 Knowledge questions which are available as a self-marking quiz in Moodle.
2. AT 2 of 2 Practical which consists of Simulation Based Assessment (SBA) which can be downloaded from Moodle. This assessment requires the student to participate in a role play for the following scenarios:
 - Scenario 1: Adult CPR (Single person rescue including rotation of operators) Task 1 - 4
 - Scenario 2: Infant CPR (Single person rescue) Task 1 – 2
 - Scenario 3: Assist a person choking Task 1-3
 - Scenario 4: Asthma Task 1-2
 - Scenario 5 Anaphylaxis/allergic reaction Task 1-2
 - Scenario 6: Control bleeding Task 1-2
 - Scenario 7: Assisting a person in shock Task 1-2
 - Scenario 8: Manage envenomation Task 1-2
 - Scenario 9: Sprains, Strains & Fractures Task 1-2

Assessment Tool 1 of 2: Knowledge questions

Assessor instructions

This assessment is a self-marking quiz with the questions entered into Moodle.

Ensure you, as the assessor, are enrolled in Moodle.

Administration will inform IT to enrolled students in Moodle First Aid.

Administration will email all students of the due date and time for completion of the quiz.

Administration will liaise with assessor to find out the due date.

The student MUST complete Assessment Task 1 of 2 on Moodle before they proceed to Assessment Tool 2 of 2.

After the due date and time for completion of the quiz, assessors need to go into Moodle and view the student results.

The assessor must make sure the student has completely filled out the cover sheet (see benchmark answers)

Student must sign the state declaration.

Enter the results in the Student Assessment Tracker under each student tab.

Please ensure that the students have answered all the questions correctly in order to achieve 'satisfactory' result.

The purpose of this assessment is to test the students' knowledge to be able to perform cardiopulmonary resuscitation in line with the Australian Resuscitation Council (ARC) Guidelines.

COVID Updates

Given the high risk of transmission of COVID-19 through bodily fluids such as saliva, assessors must provide a 'reasonable adjustment' to all students when teaching and assessing the performance of ventilations on a manikin.

Assessors should not allow students to breathe directly into a manikin. This will help minimise the risk of spreading the virus. Instead, students are to be assessed performing breaths to the side of the manikin

Assessors are to use their professional judgement in assessing competence of students' capacity to perform CPR under these new circumstances.

This is to apply for the period of the COVID-19 pandemic only.



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HEALTH AND COMMUNITY SERVICES

HLTAID011 Provide First Aid

Student Assessment

Assessment Tool 1 of 2: Knowledge Questions

PRINT CLEARLY - Please fill out the following using Black or Blue Ink only.

Qualification	Student MUST enter the course they are studying		
Industry speciality of the student	Students to enter the industry they currently work in		
Student name	Student to fill in name		
Student number	Student MUST fill in student ID e.g. QFC123456789		
Student email	Student to fill in email address		
Assessor name	Enter Trainer / Assessors name/s		
Assessment due date	Enter date		
Submission date	Attempt 1 Date: Enter date	Attempt 2 Date:	Attempt 3 Date:
Result for attempt (S or NS)	Enter outcome S or NS		

Note: If the student has not signed the student declaration on the Assessment Evidence Tool the assessment will not be accepted.

Student instructions and benchmark answers

Purpose

You will be required to perform cardiopulmonary resuscitation in line with the Australian Resuscitation Council (ARC) Guidelines.

You MUST complete Assessment Task 1 of 2 on Moodle before you proceed to Assessment Tool 2 of 2

Location

1. Students undertake AT 1 of 2 online before attending the practical SBA.

Resources supplied by your assessor

Documents

You will need to be familiar with the following documents before attempting the Moodle questions:

- PPT presentation
- ARC guidelines_conflict_conflict_Confidentiality_policy

Physical resources

None

Resources you will need to provide

Computer and internet access

How to submit this Assessment Tool

What?	Complete all questions in the self-marking quiz (or submit to Submission link)
When?	Administration will advise you of the due date and time for this assessment. You MUST complete Assessment Task 1 of 2 on Moodle before you proceed to undertake the Assessment Tool 2 of 2 SBA at Queensford College or an arranged venue at the time of registration.
Where?	On Moodle

What you must do to achieve Satisfactory for this Assessment Tool

There are 2 assessments for this Unit of Competency. You must achieve a Satisfactory result (correct response) for every question on Moodle in Assessment Tool 1.

You are permitted 3 attempts at this assessment.

Questions

Question 1

When providing basic life support which one (1) of the following is the correct order of steps that you would undertake?

- A. Check for danger, response, send for help, airway, breathing, start CPR, defibrillation
- B. Check for danger, check breathing, check airway
- C. Check for response, check airway, check for danger
- D. Check for danger, check circulation, check airway

Question 2

In relation to infection control practices and first aid, which one (1) of the following procedures would be the best work place practice in reducing the spread of infection?

- A. Ask the casualty to wash their hands before you treat them
- B. Wash your hands, use gloves and a CPR shield
- C. Stand 3 meters from the casualty
- D. Do not treat casualties who are bleeding

Question 3

Depending on the situation, which one (1) of the following is a 'standard precaution' that needs to be followed when providing first aid?

- A. There is no need to dispose of used dressing, bandages and infectious waste
- B. Providing first aid to the casualty without washing hands
- C. Using masks and gloves
- D. Leaving sharps lying around after their use as they do not pose any risk to the casualty or the first aider

Question 4

Considering infection control as a first aider, which one (1) of the following statements are false regarding the general principles for infection control?

- A. Use PPE only when the casualty is bleeding
- B. Wash hands or other skin surfaces thoroughly with soap and water if they are contaminated with blood or other body fluids
- C. Avoid accidental injuries, for example, cuts from broken glass
- D. Dispose of waste materials and sharps appropriately

Question 5

Which one (1) of the following procedures is followed before providing first aid in the workplace to control the transmission of infection to the first aider?

- A. Dispose of waste carefully
- B. Wash/disinfect blood splashed clothing
- C. Disinfect contaminated surfaces
- D. Avoid contact with body fluids by placing a barrier (gloves, mask) between yourself and the patient

Question 6

How often does the Australian Resuscitation Council recommend you renew your CPR training? (1 correct answer);

- A. Every 12 months
- B. Once in a lifetime
- C. Every 2 years
- D. Every 5 years

Question 7

To maintain currency with first aid the person must keep their skills and knowledge up to date by: (1 correct answer);

- A. Practising on friends and family
- B. Conducting a search on the internet
- C. Attending refresher courses and being aware of changes to legislation, policies, procedures and ARC guidelines
- D. Watching documentaries and medical programs weekly

Question 8

Which one (1) of the following statements is true for stress management following an emergency situation?

- A. Learn and practice relaxation techniques; try meditation, mindfulness, yoga, relaxation techniques
- B. Taking your stress out on the casualty
- C. Drink small amount of alcohol for relaxation
- D. Do not talk about the incident with anyone

Question 9

First aiders have a duty of care which requires first aiders to: (1 correct answer);

- A. Provide first aid appropriate to their training, skills and limitations
- B. Undertake an advanced first aid course
- C. Treat a casualty, even if not sure of what to do, they must do anything to save a life
- D. Take the casualty to the nearest hospital as quick as possible

Question 10

When providing first aid, which one (1) of the below ethical consideration do you need to take into account:

- A. Providing first aid to a conscious casualty without their consent
- B. Maintaining respect for their beliefs
- C. Sharing information about the incident and the casualty with friends
- D. Show unrespectful behaviour towards the casualty

Question 11

Read the following statement and answer whether this is true or false?

Duty of care in first aid means you will provide reasonable treatment to the casualty to the best of your ability unless the situation becomes unsafe to do so or you are physically unable to continue to provide first aid.

A. True

B. False

Question 12

Which one (1) of the following limits your role as a first aider?

- A. Remaining within the scope of your first aid training
- B. Using procedures you have seen on TV
- C. There are no limitations to the role
- D. Following procedures you have found on the internet

Question 13

When providing first aid to an injured person when would implied consent be determined? (1 correct answer). When is there Implied Consent? (1 answer)

- A. Consent is always implied
- B. If the casualty is bleeding
- C. If the casualty is suffering a heart attack
- D. If the casualty is unconscious

Question 14

In relation to an adult casualty's rights when receiving first aid treatment, which one (1) of the following is true?

- A. A first aid certificate gives you automatic right to treat anyone
- B. If conscious and responsive, you must gain their consent before commencing any treatment
- C. There is no need to communicate as it just slows down treatment
- D. A casualty has no rights and must comply

Question 15

Confidentiality is extremely important, which one (1) of the below statements, complies with keeping confidentiality of during a first aid situation?

- A. Only give information to medical personnel and / or police
- B. Talking about patients or leaving records lying about
- C. Discussing a patient with someone over the telephone
- D. Showing or giving records to people within outside the workplace without the patient's written consent

Question 16

Being involved in an emergency situation is extremely stressful. What is the purpose of debriefing after performing first aid? (1 correct answer).

- A. To look after the first aider's welfare
- B. A change to have a drink and a catch up
- C. An opportunity to blame someone
- D. To assess the first aider and instruct them on more appropriate actions

Question 17

What is a body position that may cause airway obstruction leading to suffocation? (1 correct answer).

- A. The recovery position
- B. Lying on side with the knees bent
- C. Upright with the head in neutral position
- D. Upright with the head slumped forward

Question 18

Once CPR has commenced, when would you make decision to stop? (1 correct answer).

- A. After 11 sequences
- B. When either the casualty recovers, you're too exhausted to continue or you're directed to stop by a health care professional
- C. Never! You have to continue no matter what
- D. After 15 minutes without any improvement

Question 19

When a casualty starts breathing after CPR, what assessment should you carry out? (1 correct answer).

- A. Complete a head to toe examination for bleeding or other injuries
- B. Monitor casualty for 15 minutes before calling medical aid
- C. Make the casualty lie on their back and raise their legs
- D. Leave the scene before paramedics/ambo's arrive

Question 20

Using an AED defibrillator requires specific knowledge on the correct placement of the AED pads. Which one (1) of the following is the correct position for placement of AED pads on children LESS than 8 years of age?

- A. Ensure the pads do not touch each other, put first pad on centre of the child's chest, mid nipple line and second pad on centre of the child's upper back mid shoulder blades
- B. First pad on upper left chest and second pad on lower right chest below the armpit
- C. First pad on upper right chest and second pad on lower left chest below the armpit
- D. First pad on centre of the back between two shoulder blades and second pad on centre of the chest between two (2) breast

Question 21

Read the statements below and select which one (1) of the following statements is false regarding AED pads?

- A. Position of placement of AED pads is different in children less than 8 years old as compared to adults
- B. You can use adult pads in children less than 8 years old without adjusting the energy setting
- C. In an emergency situation, if paediatric pads are not available, adult pads can be used for children less than 8 years old only after adjusting the energy setting
- D. Paediatric pads are used in children less than 8 years old because they reduce the energy level delivered by AED by about 50-60J thus making them safe for the children of that age

Question 22

What does an AED (defibrillator) identify after analysing the casualty? (1 correct answer).

- A. The injuries the casualty has received
- B. Whether to provide a shock to the casualty or not

- C. The casualty's blood pressure
- D. Amount of oxygen in the casualty's blood

Question 23

The Chain of Survival is vitally important. From the statements below select the correct order of steps in the Chain of Survival. (1 correct answer)

- A. Early Access, Early CPR, Early Defibrillation, Early Advanced Life Support
- B. Early Access, Defibrillation, Early CPR, Advanced Life Support
- C. Rest, Ice, Compression, Elevation
- D. Early Advanced Life Support, Defibrillation, Early Access, Early CPR

Question 24

If you are concerned about the risk of infection when performing CPR, what could you do to help reduce this risk when performing CPR? (1 correct answer).

- A. Do not perform CPR if a mask is not available
- B. Compression only CPR is effective for reducing infection when performing CPR
- C. Have the casualty's partner deliver the rescue breaths
- D. No need to use a mask to deliver rescue breaths

Question 25

Which one (1) of the following statements is true regarding the standard precautions taken while providing CPR to prevent the spread of infection?

- A. Precautions should be taken only when the casualty is bleeding
- B. Precautions should be taken only when there is any body fluid present
- C. Precautions should be taken only if the casualty looks like a drug user
- D. Precautions should be taken in all the cases presuming that all casualties are infectious

Question 26

Select one (1) of the following statements that is the correct order when checking to see if the injured person is breathing normally.

- A. Look at the chest to see if it rises and falls, listen for breathing with your ear and feel for breaths on your cheek for ten (10) seconds
- B. Feel for breaths on your cheek, look at the chest to see if it rises and falls, listen for breathing with your ear
- C. Listen for breathing with your ear, feel for breaths on your cheek, look at the chest to see if it rises and falls
- D. Look at the chest to see if it rises and falls, feel for breaths on your cheek, listen for breathing with your ear

Question 27

Which one (1) of the following organs in the body is protected and supported by rib cage?

- A. Lungs
- B. Liver
- C. Kidneys
- D. Gall bladder

Question 28

What are the verbal commands a first aider says when checking for a response to determine if the injured person is conscious or unconscious? (1 correct answer).

- A. Whisper in their ear and assess response
- B. Use verbal questioning like 'Can you hear me?', 'Open your eyes?', 'What is your name?' and 'squeeze my hand?'
- C. Shake them firmly and vigorously to wake them up
- D. Pat the casualty's cheeks to try to get a response

Question 29

When providing breaths to the injured person, select one (1) of statements below select following the correct technique to manage an injured adult's airway.

- A. Pressure immobilisation Technique
- B. The recovery position
- C. Backward head tilt and chin lift
- D. Holding the tongue

Question 30

When providing first aid to an unconscious breathing injured person, how would you position them? (1 correct answer).

- A. Keep them on their back and raise their legs
- B. Leave them exactly where you found them
- C. Gently roll the casualty onto his/her stomach with their head to one side
- D. Turn the casualty carefully onto his/her side, keep the airway open

Question 31

From the following statements, which one (1) is *incorrect* regarding CPR in infants?

- A. Use 2 fingers to perform compressions in infants
- B. After giving breath, turn your head to watch chest rise and deflate and listen for air being expelled
- C. Tilt head while giving breaths to an infant
- D. While giving CPR to infants, you do not need to press or blow as hard as for adults

Question 32

Swelling of which body part puts the person at the greatest risk of harm when having an allergic reaction? (1 correct answer).

- A. Hands
- B. Lips
- C. Throat
- D. Eyelids

Question 33

If a person is having an anaphylactic reaction, what first aid treatment is given. (1 correct answer).

- A. Administer an adrenaline auto-injector (Epipen)
- B. Drive them immediately to the nearest hospital
- C. Lie them down and elevate their legs

- D. Give them anti-histamine medication

Question 34

You come across an injured person who has external bleeding. What is the best way to stop external blood loss? (1 correct answer).

- A. Apply direct pressure over the wound
- B. Use the Pressure Immobilisation Technique
- C. Use lots of band aids
- D. Wrap the wound in plastic

Question 35

What should you do if someone feels unwell, has a constant dull heavy pain in the centre of the chest, is dizzy and short of breath? (1 correct answer).

- A. Wait an hour to see if the pain goes away
- B. Suspect a heart attack and call Triple Zero (000) immediately
- C. Assume they have bad indigestion and give them milk
- D. Encourage them a drive to see their own doctor

Question 36

You come across a person who is choking. What is the correct method for treating a choking casualty? (1 correct answer).

- A. Administer 5 chest blows
- B. Administer 5 back blows, then if not cleared, 5 chest thrusts
- C. Administer 5 chest thrusts
- D. Begin CPR immediately

Question 37

From the statements below select the statement that describes what asthma is. There is only one (1) answer;

- A. A severe allergic reaction in the brain
- B. Asthma is a chronic lung disorder that causes airways to become inflamed, causing swelling and they produce lots of thick mucus
- C. A minor ailment that does not require treatment
- D. A disorder that makes the tongue swell

Question 38

What is the treatment for a person who is having a severe asthma attack? (1 correct answer)

- A. Assist or administer reliever medication through a spacer (1 puffx4 breaths, repeat 4 times, wait 4 minutes, if no improvement repeat again until help arrives)
- B. Administer 4 puffs to reliever medication and drive the casualty to the nearest hospital
- C. Give them adrenaline via an adrenaline auto-injector and call triple zero (000) for an ambulance
- D. Give a preventer medication using a spacer, and advise them to see their doctor

Question 39

Select one (1) of the statements below that could be signs of shock?

- A. Dizziness or fainting
- B. Warm and dry skin
- C. Normal pulse rate
- D. Tired and feverish

Question 40

A co-worker has sudden weakness down one side and slurred speech. What should you do? (1 correct answer).

- A. Immediately call the ambulance, comfort, monitor and reassure
- B. Put them to bed and seek medical assistance if the symptoms don't go away
- C. Place them on their front and clear the airway
- D. Raise their arms above their head and check their vision

Question 41

Which of the following statements are true regarding FAST? (1 correct answer).

- A. It is the Stroke Foundation's ongoing campaign to educate the general public about the signs of stroke
- B. It is the Stroke Foundation's ongoing campaign to educate the general public about the signs of heart attack
- C. It is the Stroke Foundation's ongoing campaign to educate the general public about the signs of diabetes
- D. It is the Stroke Foundation's ongoing campaign to educate the general public about the signs of asthma

Question 42

The injured person has an open abdominal wound. From the options below select what the ideal position to place the injured person in? (1 correct answer).

- A. Position on their back with the knees, head and shoulders slightly raised with support
- B. Lying on their side with a pillow under their head
- C. Sitting on a chair with their arms supported on a table
- D. Lying face down with their arms stretched out

Question 43

Which of the following is false regarding the basic care of a punctured wound? (1 correct answer).

- A. Rest and elevate if injury permits
- B. Check the wound, control bleeding, reassure injured person, consider calling 000
- C. Apply direct pressure around the wound to stop any bleeding
- D. Stabilise with a ring pad and non stick dressing

Question 44

What is the initial treatment for a burn? (1 correct answer).

- A. Cool with clean running water for up to 20 minutes
- B. Apply a thick layer of cold butter
- C. Apply a burn cream
- D. Cool with ice for at least 20 minutes

Question 45

What should you do when a person is suffering a crush injury? (1 correct answer).

- A. Use the pressure immobilisation technique
- B. Never try to remove the item yourself
- C. Remove the item, but there is no need to seek any further medical assistance
- D. Remove the item immediately if it is safe and physically possible, call 000 for an ambulance

Question 46

What is the treatment for a conscious person who has diabetes and is sweating, trembling and confused? (1 correct answer).

- A. If the person is fully conscious and able to swallow, give a sweetened drink, chocolate or glucose
- B. Drive the casualty to the nearest hospital
- C. Give a diet drink, as it is healthier for the casualty
- D. Wait 15 minutes before commencing treatment

Question 47

Select one (1) answer from the options below as to what is the treatment for a injured person with a dislocated shoulder?

- A. Rest, Ice, Compression, Elevation
- B. Apply a pressure bandage with immobilisation
- C. Push the shoulder back into place
- D. Use RICER technique, immobilise their arm and apply an ice pack

Question 48

What is the most important principle when attempting to rescue someone from drowning? (1 correct answer).

- A. You should never attempt to rescue drowning victim beyond your own swimming ability
- B. Attempt the rescue even though you think you may drown yourself
- C. Begin CPR whilst treading water
- D. Do not attempt to rescue

Question 49

Which of the following symptoms develops after a person has been bitten by a funnel web spider? (1 correct answer).

- A. Blurred vision and dropping eyelids
- B. Muscle weakness and unsteady gait
- C. Sweating, tingling around lips, vomiting, headache
- D. Shooting pains in the chest and abdomen muscles

Question 50

Which of the following symptoms develops after a person have been bitten by a snake? (1 correct answer).

- A. Blurred vision, weakness and nausea
- B. Muscle weakness and unsteady gait
- C. Copious production of saliva and pulmonary fluids

- D. Shooting pains in the chest and abdomen muscles

Question 51

You have found a person who is suffering from hypothermia. What action should you take to provide warmth to the person? (1 correct answer).

- A. Give them an alcoholic drink
- B. Remove wet clothing and wrap them in a dry blanket
- C. Rub the affected areas vigorously
- D. Wrap the leg with cling wrap

Question 52

What first aid action should you take if you recognise someone suffering from severe hyperthermia? (1 correct answer).

- A. Call an ambulance and cool the casualty using fanning, mist sprays and icepacks
- B. Encourage them to have a sweet fizzy drink
- C. Plunge them into an ice bath for an hour
- D. Call an ambulance and cover with a thermal blanket

Question 53

What is the treatment for a conscious casualty with a penetrating eye injury? (1 correct answer).

- A. Place the casualty on their back, protect the eye and object, then call triple zero (000) for an ambulance
- B. Place an ice pack on the injured eye to reduce bleeding
- C. Remove the object, cover with a pad and call triple zero (000) for an ambulance
- D. Drive the casualty to the nearest emergency department in your own car

Question 54

What is the treatment for a conscious casualty with an insect in their ear? (1 answer)

- A. Place the person in the recovery position with the bleeding ear up
- B. Plug the ear with a pad, and call triple zero (000) for an ambulance
- C. Place the person in a comfortable position ensuring the ear is draining freely, and call (000) for an ambulance
- D. Clean the blood away and advise them to go to their GP if the bleeding continues

Question 55

From the options below, select the statement that describes what a fracture is. (1 correct answer).

- A. The breaking or bending of a bone with associated soft tissue damage
- B. The bruising of a bone
- C. A soft tissue injury
- D. An ulcerated soft tissue injury

Question 56

All of the following are the signs of febrile convulsions in a child except: (1 correct answer).

- A. Flushed, hot skin
- B. Salivary drool
- C. Eyes 'roll back'

D. Normal breathing**Question 57**

What is the treatment for a person who has been hit on the head, and is complaining of a headache and blurred vision? (1 correct answer).

- A. Give them aspirin for the headache
- B. Seek medical aid immediately**
- C. Ask them to walk around to stay awake
- D. Refer them to a doctor if pain persists

Question 58

What is the treatment of a conscious breathing casualty with a suspected neck and spinal injury? (1 correct answer).

- A. Leave them where they are found and call triple zero (000) for an ambulance**
- B. Position them on their back with their legs elevated
- C. Support the head and neck, then roll them into the recovery position
- D. Commence CPR immediately and call triple zero (000) for an ambulance

Question 59

Which of the following is true in regarding the basic care of minor skin abrasions and cuts? (1 correct answer).

- A. Check for foreign matter, clean wound, apply dressing**
- B. There is no need to do anything
- C. Immediately call the ambulance and get the wound treated by a doctor
- D. Cover with ice pack for 20 minutes

Question 60

What is the initial treatment for a needle stick injury that has happened to you? (1 correct answer).

- A. Rush straight to hospital
- B. Make the area bleed
- C. Wash the area with soap and water or antiseptic solution, cover with dressing, complete incident form, follow organisation policies and procedures**
- D. Nothing, there is little risk of any issues

Question 61

What is the initial first aid treatment for a conscious person who has taken an overdose of medication? (1 correct answer).

- A. Induce vomiting and give them a glass of milk
- B. Press on their stomach to expel the contents
- C. Monitor their level of consciousness, call triple zero (000) for an ambulance. Then call 13 11 26 Poisons Information Centre**
- D. Check for other injuries and manage appropriately

Question 62

What should you do if epileptic seizure lasts more than 5 minutes? (1 correct answer).

- A. Place food into their mouth
- B. Restrain them
- C. Call Triple Zero (000) for an ambulance immediately
- D. Wait another 15 minutes and call 000 if seizure persists

Question 63

When treating an injured person with strain or sprain, identify the correct order for the management of sprains or strains. (1 correct answer).

- A. Elevation, Rest, Compression, Ice, Referral
- B. Ice, Compression, Referral, Rest, Elevation
- C. Referral, Elevation, Compression, Ice, Rest
- D. Rest, Ice, Compression, Elevation, Referral

Question 64

How can you tell if a person is unconscious? (1 answer)

- A. They look like they are asleep
- B. They cannot be woken
- C. You cannot obtain a purposeful response from them
- D. They can give their medical history when asked

Question 65

Which of the following is the correct order for the visual assessment of injury in an injured person? (1 correct answer).

- A. Head, Neck, Face, Arms, Abdomen, Legs, Pelvis, Chest
- B. Head, Face, Neck, Arm, Chest, Abdomen, Pelvis, Legs
- C. Head, Face, Arms, Neck, Abdomen, Chest, Pelvis, Legs
- D. Head, Arms, Legs, Neck, Chest, Face, Abdomen, Pelvis

Question 66

What is the immediate action for a person who is dehydrated with signs and symptoms of heat stroke (Confusion, incoherent speech, unsteady gait, loss of consciousness and seizures)? (1 correct answer).

- A. Strip as much clothing as possible; Soak with water; Fan vigorously with a clipboard or bin lid
- B. Make them immediately drink 2 litres of water
- C. Move them into the shade and continue moving while drinking water
- D. Wrap them in a blanket and lay them down.

Assessment Tool 2 of 2: Simulation Based Assessment (SBA)

Assessor instructions

This Assessment Tool is the second of two (2) assessments for this Unit of Competency. The student must achieve a Satisfactory result for each of the two (2) Assessment Tools to achieve an overall mark of Competent of this Unit of Competency. The student is permitted 3 attempts at this assessment.

Assessors please note:

For the **period of the COVID-19** pandemic only, RTOs that continue to deliver these units of competencies are expected to apply reasonable adjustment. RTOs are also expected to implement measures of practicing good hygiene and keeping a physical distance between individuals.

Reasonable adjustments are applied by an RTO to take into account an individual learner's needs. In this instance, the high risk of transmission of COVID-19 through bodily fluids such as saliva creates a specific need for a learner to be able to demonstrate competency requirements **without breathing directly into a manikin**.

Please refer to class policy in relation to classroom hygiene.

How to assess the student

1. This assessment requires the student to demonstrate that they can perform cardiopulmonary resuscitation in line with the Australian Resuscitation Council (ARC) Guidelines on an adult and infant.
2. The student will be assessed against the following nine (9) scenarios that include conscious, unconscious and non-breathing casualties, that have contextualised to their specific working environment. Please refer to the cover page in relation to the students working environment. Then read appendix one (1) to apply the scenarios to that work environment.
 - **Scenario 1 – Adult CPR** - (Single person rescue including rotation of operators)- Task 1 - 4
The student will be assessed on:
 - Applying the **Principle of DRSABCD** and providing **single person CPR to an adult** with no signs of life.
 - Performing CPR for a **minimum of two (2) minutes** in line with the ARC Guidelines.
 - Demonstrating a rotation of operators with minimal interruptions to compressions. Your assessor will arrange a second person to assist you.
 - Safe manual handling techniques
 - Handing over to paramedics & completing an accurate written report
 - **Scenario 2 - Infant CPR** (Single person rescue) – Task 1 - 2
The student will be assessed on:
 - Applying the **Principle of DRSABCD** and providing **single person CPR to an adult** with no signs of life.
 - Performing CPR for a **minimum of two (2) minutes** in line with the **ARC Guidelines**.
 - Safe manual handling techniques
 - Handing over to paramedics

- **Scenario 3 – Assist a person choking - Task 1 - 2**

The student will be assessed on:

- Applying the Principle of for a partial obstruction of the airway and demonstrate the management of a total obstruction of the airway on a conscious adult.
- Demonstrating safe manual handling techniques whilst provide first aid
- Writing a post-incident debrief and reflective self-evaluation on the form provided

- **Scenario 4 - Asthma – Task 1 - 2**

The student will be assessed on:

- Applying the **Principle of Asthma management** and providing correct first aid response for a conscious person displaying the signs and symptoms of an asthma attack.
- Recognising correctly the signs and symptoms of asthma and administer antiasthma medication using a spacer
- Write post-incident debrief and reflective self-evaluation on the form provided

- **Scenario 5 – Anaphylaxis/allergic reaction - Task 1 - 2**

The student will be assessed on:

- Applying the Principle of DRSABCD and providing correct first aid response for a conscious person displaying the signs and symptoms of an allergic reaction that is resulting in anaphylaxis.
- Recognising the signs and symptoms of anaphylaxis and use an EpiPen to manage the allergic reaction until medical help arrives
- Safe manual handling techniques whilst providing first aid
- Writing a post-incident debrief and reflective self-evaluation on the form provided

- **Scenario 6 – Control Bleeding - Task 1 - 2**

The student will be assessed on:

- The management of external bleeding and providing correct first aid response for a person with a major laceration.
- Correctly control the bleeding and apply a bandage until medical assistance arrives.
- Writing a post-incident debrief and reflective self-evaluation on the form provided

- **Scenario 7 – Assisting a person in shock - Task 1 - 2**

The student will be assessed on:

- Applying the principle of DRSABCD and providing correct first aid response for a conscious person displaying the signs and symptoms of being in shock.
- Correctly recognise the signs and symptoms of shock and use available resources to manage the shock until medical help arrives.
- Safe manual handling techniques whilst providing first aid
- Writing a post-incident debrief and reflective self-evaluation on the form provided

- **Scenario 8 – Pressure immobilisation bandage to manage envenomation - Task 1 - 2**

The student will be assessed on:

- Applying the principle of DRSABCD and providing correct first aid response for envenomation (snake bite).
- How to bandage the bitten area and then applying a comprehension bandage to the affected limb.
- Safe manual handling techniques whilst providing first aid
- Writing a post-incident debrief and reflective self-evaluation on the form provided

• **Scenario 9 – Sprains, Strains & Fractures - Task 1 - 2**

The student will be assessed on:

- Providing correct first aid response for sprains and strains.
 - Correctly applying a triangular bandage as a sling and use available resources to immobilise and bandage the injuries sustained.
 - Safe manual handling techniques whilst providing first aid
 - Writing a post-incident debrief and reflective self-evaluation on the form provided
3. Refer to the below scenarios for the timeframe each student must complete the role plays.
4. If the student does not satisfactorily complete each task, you the assessor will need to reassess the student for a second time. They are allowed 3 attempts only.

Prior, during and after class

Prior to class for each Scenarios/tasks

Assessors **MUST** confirm, prior to the commencement of class, that the student has completed the Online Learning Modules and quizzes. Each student must have answered all questions correctly. If the student has not undertaken the learning and completed the quiz, they are not allowed to undertake the practical class and SBA. Students will need to re-enrol.

Record the results from AT 1 of 2 Knowledge Questions; in each student's tab in the overall result section on the Observation Tracker. Use the excel spreadsheet titled: HLTAID011_Observation marking_V1.0_SG

The students will fill their copy of the coversheet & student declaration on Moodle of AT 2 of 2 and upload to Moodle. The file is called: HLTAID011_Student_AT 2 of 2_SBA_V1.3_YL_com_SG.

Queensford College is limiting the number of printed assessments. Please print out students AT 2 of 2 including appendix 1 and laminate a class set so the students can follow the assessment requirements. These are to be collected at the end of the assessment.

Print enough of the following documents (not laminated) for each student:

- First Aid Report Forms 1 for scenario 1
- Student reflection/debriefing notes

These are the only pieces of paper that will be handed back to the assessor, where the assessor will scan it into the students Moodle account under the submission link AT 2 of 2 First Aid Report Form & student reflection.

Please see "Prior to setup" under each Scenario

During class for each Scenarios/tasks

Please refer to each scenario for time allowed and other requirements. The below refers to all nine (9) scenarios when observing the student.

When observing the student, utilise the excel spreadsheet titled: HLTAID011_Observation marking_V1.0_SG to record your findings against the benchmarks for each scenario. Place a tick in each cell if the student performs the task satisfactorily. If the student does not perform the task to the benchmark standards, then place a US in the cell and you MUST write a what you observed that warranted an US result. Highlight the US in red.

Once all tasks have been observed the assessor fills out the result of S (satisfactory) or NS (not satisfactory) in the observation assessment judgement column under the applicable attempt e.g.(1, 2, 3).

Assessor is to give feedback to the individual students at the end of the assessment. Please remember the student's privacy when given feedback.

Student to date & sign in the designated area on the observation sheet after receiving the feedback.

Trainer to date and sign in the designated area on the observation sheet.

After class for each Scenarios/tasks

This applies to all 9 scenarios.

When all results for the student have been entered, extract the individual student's sheet and upload this to the **Moodle results portal for AT 2 of 2** for this unit for each student.

With the sheet with the relevant student's name open, select File > Save As. Edit the name of the file to include the student's name and ensure you select PDF as the type of file. Click OK.

With the method above you can only save out one (1) excel sheet at a time. There are ways you can save out all sheets at once. Read these instructions: <https://www.datanumen.com/blogs/2-methods-quickly-save-excel-worksheet-separate-pdf-file/>

IT Helpdesk will be able to help you to use the VBA codes method if you need assistance.

Send a copy of the sheet to admin to upgrade results for students.

Scenario 1: Adult CPR (Single person rescue including rotation of operators):

Prior to class set up

As part of the unit the student needs to "Identify, assess and minimise immediate hazards to health and safety of self and others" therefore you will need to set up the hazard of either placing water on the floor or an electrical cord and see if the student identifies the hazards and controls it so there is no danger to themselves or others.

Place the manikin on the floor with the AED situated nearby.

Equipment required:

- Cord or water on floor
- Manikin (Adult)
- Stopwatch / clock/ timer
- First aid kit with AED
- Casualty to role play part of the scenarios.

The Instructions to the casualty (2nd person) in:

Task 1: Scenario 1: the casualty (2nd person) clutches their chest, fall to the ground and stop moving.

Task 2: Scenario 1A: the casualty (2nd person) will assist with undertaking rotation of operators

Assessor to roleplay:

The paramedic in Scenario 1D: Task 4A and the workplace supervisor in 1E Task 4B. See observation sheet for questions and discussion that need to happen in each scenario.

When you are set up, direct the student to undertake the scenarios.

During class

The students have **15 minutes** to complete the scenario.

Inform the student & casualty to begin the roleplay.

The assessor is to use the excel spreadsheet when observing the student. Refer to the section called "Prior, during and after class"

After class

Scan and upload the students First Aid Form & student reflection/debriefing notes into the students Moodle account under the submission link AT 2 of 2 First Aid Report Form & debriefing. Please name file as: student name_Report Form

Scenario 2: *Infant CPR (Single person rescue)*

Prior to class set up

Set up the Infant manikin in the pram. This will require space around the pram for the student to conduct CPR on the manikin.

Equipment required:

- Infant manikin
- Pram
- Cord or water for hazard
- First aid kit



During class

The student has **eight (8) minutes** to complete the scenario. Inform the student & casualty to begin the roleplay. The assessor is to use the excel spreadsheet when observing the student. Refer to the section called "Prior, during and after class"

After class

Refer to the section "Prior, during or after class section".

Scenario 3: *Assist a person choking*

Prior to class set

Equipment required

- Plate with plastic food (steak). For childcare industry this will be a meat sandwich.
- Mobile phone
- Casualty (real person) to role play the injured person

Set up a dining environment – a chair to sit on and a table with a plate of simulated food positioned in front of the diners.

Instructions to the casualty:

The casualty is to sit at the table and when Instructed by the assessor to start coughing and gasping whilst holding their throat. Ask them to then hold their breath to simulate inability to breath.

Tell the casualty to follow the first aider instructions, eg try and cough. Coughing does not assist, you still have food stuck in your throat. When the student simulates thumping you on the back cough and then breath normally. If the thumps are too delicate continue gasping and holding your throat. The student should attempt 5 chest thrusts on the injured person. The casualty then breaths normally.

During class

The students have **eight (8) minutes** to complete the scenario. Inform the student & casualty to begin the roleplay.

The assessor is to use the excel spreadsheet when observing the student. Refer to the section called "Prior, during and after class"

After class

Refer to the section "Prior, during or after class section".

Scenario 4: *Asthma*

Prior to class

Have the required equipment in a handbag / backpack ready for the first aider.

Equipment required

- Casualty (real person) to role play the asthmatic person
- Backpack / handbag
- Mobile phone
- Training Bronchodilator Puffer,
- Training spacer chamber

Instructions to the casualty:

Instruct the casualty to act busy and start coughing constantly. The coughing then escalates to wheezing heavily. The casualty will have the training bronchodilator puffer and spacer chamber in their backpack/handbag. Inform the casualty that the first aider will use this. Inform the casualty they are to follow the instructions of the first aider.



During class

The student has **15 minutes** to complete the scenario. Inform the student & casualty to begin the roleplay.

The assessor is to use the excel spreadsheet when observing the student. Refer to the section called "Prior, during and after class"

After class

Refer to the section "Prior, during or after class section".

Scenario 5: *Anaphylaxis/Allergic reaction*

Prior to class set up

Set up a restaurant table.

Equipment required

- Restaurant environment (table and chair),
- Mobile phone
- Handbag / purse to contain Training EpiPen
- Mobile phone
- Casualty (real person) to role play the allergic person
- Training Epi Pen

Instructions to Casualty to role play part of the scenarios:

Pretending to eat and acting out difficulty breathing. Instructed the casualty to start coughing and gasping and talking in a husky voice whilst gasping for breath and taking deep laboured breaths. Inform the casualty to follow any instructions given by the first aider.

Assessor to role play the 3rd person:

Assessor is to play the role of the family member and inform the First Aider the person is allergic to seafood and they carry an EpiPen in her handbag.



During class

The student has **ten (10) minutes** to complete the scenario. Inform the student & casualty to begin the roleplay.

The assessor is to use the excel spreadsheet when observing the student. Refer to the section called "Prior, during and after class"

After class

Refer to the section "Prior, during or after class section".

Scenario 6: Control Bleeding

Prior to class

As part of the unit the student needs to "Identify, assess and minimise immediate hazards to health and safety of self and others" therefore you will need to set up the hazard of a "Piece of plastic" (simulating glass) or chopping knife to be lying on the ground near the person who is role playing the casualty. Refer to appendix one (1) for each workplace.

Equipment required:

- Piece of plastic to simulate broken glass, or a chopping knife
- First Aid kit (including bandages and wound dressings)

- Tomato sauce to simulated blood
- Mobile phone
- Casualty (real person) to role play the bleeding casualty

Instructions to the bleeding casualty person:

Sit on the ground holding your right arm. Tomato sauce will be used to simulate blood from a large wound. There will be a piece of glass or chopping knife next to you.

Inform the injured person to follow the instructions given to them by the student First Aider.



During class

The student has **15 minutes** to complete the scenario.

Inform the student & casualty to begin the roleplay.

The assessor is to use the excel spreadsheet when observing the student. Refer to the section called "Prior, during and after class"

After class

Refer to the section "Prior, during or after class section".

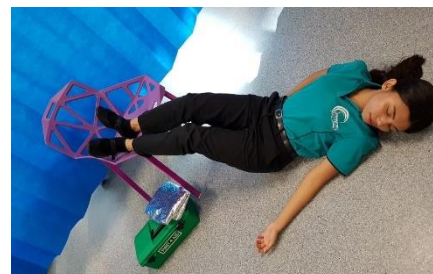
Scenario 7: *Assisting a person in Shock*

Prior to class

Set up the simulated environment.

Equipment required:

- First Aid Kit (including a shock blanket),
- Spray bottle with water in it
- Water Bottle
- Chair
- Mobile phone
- Casualty (real person) to role play the injured person



Instructions to the casualty:

Casualty to act out the scenario by saying that they feel very unwell and need to sit down.

Ask the casualty to spray their face and palms with water. The casualty will need to act faint, dizzy and unwell. The casualty needs to sit down on the chair, they need to continue to faint and become unwell. The unwell person needs to ask for a drink of water.

Follow the instructions of the student offering First Aid.

During class

The student has **15 minutes** to complete the scenario. Inform the student & casualty to begin the roleplay.

The assessor is to use the excel spreadsheet when observing the student. Refer to the section called "Prior, during and after class"

After class

Refer to the section “Prior, during or after class section”.

Scenario 8: *Pressure Immobilisation Bandage to manage envenomation* Prior to class

Assessor to set up simulated environment to suit the student’s workplace. Refer to appendix one (1).

Equipment required:

- Backpack,
- First Aid kit (including but not limited to two (2) x immobilisation bandages),
- Plastic / toy snake,
- Plastic plant (to simulate entry to establishments & storeroom entry)
- Mobile phone
- Casualty (real person) to role play the injured person

Instructions to the casualty:

The casualty is to walk pass the tree and then yell out in pain pretending a snake has bitten them on the lower leg.

The casualty must follow the first aiders instructions as they provide First Aid.

During class

The student has **12 minutes** to complete the scenario.

Inform the student & casualty to begin the roleplay.

The assessor is to use the excel spreadsheet when observing the student. Refer to the section called “Prior, during and after class”

After class

Refer to the section “Prior, during or after class section”.

Scenario 9: *Sprains, Strains & Fractures*

Prior to class

Assessor to set up simulated environment to suit the student’s workplace. Refer to appendix one (1) making sure you have enough room for the first aider to move around to apply first aid.

Equipment required:

- Portable Step,
- Magazines
- First aid kit, with bandages & sling
- Mobile phone
- Casualty (real person) to role play the injured person

Instructions to casualty:

Casualty to be seated on the floor near the mobile step to simulate the person losing their balance

Casualty to hold their right arm to protect it as it is very painful. When the First Aider arrives, the casualty needs to tell them your ankle is also hurting a lot.

Follow the instructions given to the First aider.



During class

The student has **15 minutes** to complete the scenario. Refer to the section “Prior, during or after class section”.

After class

Refer to the section “Prior, during or after class section”.

Student instructions and benchmark answers

Assessment Tool 2 of 2: Simulation Based Assessment (SBA)

Purpose

You will be required to perform cardiopulmonary resuscitation in line with the Australian Resuscitation Council (ARC) Guidelines.

You MUST complete Assessment Task 1 of 2 on Moodle before you proceed to Assessment Tool 2 of 2.

Location

Your SBA will be conducted in a simulated industry environment at Queensford College campus or a location as agreed on registration such as the workplace.

Resources supplied by your assessor

Documents

You will need to be familiar with the following documents:

- Student Assessment Guide including First Aid Report Form
- ARC guidelines _conflict_confidentiality_policy_version 2019.1

Physical resources

- Operational simulated environment
- Stopwatch / clock/ timer
- AED
- CPR adult & infant mannequins
- 2nd person to take over CPR, roleplay casualty in scenarios three to nine (3 to 9).
- Mobile phone
- First aid kit with two (2) x immobilisation bandages, shock blanket, bandages, wound dressing & sling, EpiPen, Training Bronchodilator Puffer, Training spacer chamber
- Plastic snake & plant
- Back pack & hand bag
- Spray bottle with water in it
- Water Bottle
- Chair & table
- Tomato sauce to simulated blood
- Piece of plastic to simulate broken glass, ORA chopping knife

- Plate with plastic food (steak)
- Magazines

Resources you will need to provide

Computer and internet access

Blue / Black ink pen (Non-erasable)

Dress code: Pants / trousers are recommended rather than skirts or dresses

Closed in work appropriate shoes

How to submit this Assessment Tool

What?	<ul style="list-style-type: none"> • Submit an electronic copy of this Assessment Tool on Moodle after you have completed the coversheet and student Declaration of Authenticity (page 2). If the coversheet is not filled out correctly your assessor will reject your assessment and you will need to resubmit. This will be counted as a submission. • The document MUST be named correctly. Name the file: HLTAID011_[Your Name]_AT 2 of 2_submission1 (if your first attempt, submission two (2) if your second) • Remember to complete the cover sheet & student declaration of authenticity before submission
When?	This will need to be submitted within an hour on the day of your practical SBA.
Where?	<ul style="list-style-type: none"> • Upload to the submission link for Assessment Tool 2 of 2 in Moodle. • Name the file: HLTAID011_[Your Name]_AT 2 of 2_submission1 (if your first attempt, submission2 if your second) • If not name correctly submission may be rejected

What you must do to achieve Satisfactory for this Assessment Tool

This Assessment Tool is the second of 2 assessments for this Unit of Competency. You must achieve a Satisfactory result for each of the 2 Assessment Tools to achieve an overall mark of Competent of this Unit of Competency.

You are permitted 3 attempts at this assessment.

How you will be assessed

1. This assessment requires you to demonstrate that you can perform cardiopulmonary resuscitation in line with the Australian Resuscitation Council (ARC) Guidelines on an adult and infant.
2. You will be assessed against the following nine (9) scenarios that include conscious, unconscious, non-breathing casualties, anaphylaxis/allergic reaction, asthma, control breathing, shock, pressure immobilisation bandage to manage envenomation and sprains, strains and fractures that have been contextualised to your specific working environment.
3. For the period of the COVID-19 pandemic only, RTOs that continue to deliver these units of competencies are expected to apply reasonable adjustment. RTOs are also expected to

implement measures of practicing good hygiene and keeping a physical distance between individuals.

Reasonable adjustments are applied by an RTO to take into account an individual learner's needs. In this instance, the high risk of transmission of COVID-19 through bodily fluids such as saliva creates a specific need for a learner to be able to demonstrate competency requirements **without breathing directly into a manikin**.

- **Scenario 1 – Adult CPR** - (Single person rescue including rotation of operators)- Task 1 - 4

You will be assessed on:

- Applying the **Principle of DRSABCD** and providing **single person CPR to an adult** with no signs of life.
- Performing CPR for a **minimum of two (2) minutes** in line with the ARC Guidelines.
- Demonstrating a rotation of operators with minimal interruptions to compressions. Your assessor will arrange a second person to assist you.
- Safe manual handling techniques
- Handing over to paramedics & completing an accurate written report

- **Scenario 2 - Infant CPR** (Single person rescue) – Task 1 - 2

You will be assessed on:

- Applying the **Principle of DRSABCD** and providing **single person CPR to an adult** with no signs of life.
- Performing CPR for a **minimum of two (2) minutes** in line with the ARC Guidelines.
- Safe manual handling techniques
- Handing over to paramedics

- **Scenario 3 – Assist a person choking** - Task 1 - 3

You will be assessed on:

- Applying the Principle of for a partial obstruction of the airway and demonstrate the management of a total obstruction of the airway on a conscious adult.
- Demonstrating safe manual handling techniques whilst provide first aid
- Writing a post-incident debrief and reflective self-evaluation on the form provided

- **Scenario 4 - Asthma** – Task 1 - 2

You will be assessed on:

- Applying the **Principle of Asthma management** and providing correct first aid response for a conscious person displaying the signs and symptoms of an asthma attack.
- Recognising correctly the signs and symptoms of asthma and administer antiasthma medication using a spacer
- Write post-incident debrief and reflective self-evaluation on the form provided

- **Scenario 5 – Anaphylaxis/allergic reaction** - Task 1 - 2

You will be assessed on:

- Applying the **Principle of DRSABCD** and providing correct first aid response for a conscious person displaying the signs and symptoms of an allergic reaction that is resulting in anaphylaxis.
- Recognising the signs and symptoms of anaphylaxis and use an EpiPen to manage the allergic reaction until medical help arrives
- Safe manual handling techniques whilst providing first aid
- Writing a post-incident debrief and reflective self-evaluation on the form provided

- **Scenario 6 – Control Bleeding** - Task 1 - 2

You will be assessed on:

- The management of external bleeding and providing correct first aid response for a person with a major laceration.
- Correctly control the bleeding and apply a bandage until medical assistance arrives.
- Writing a post-incident debrief and reflective self-evaluation on the form provided

- **Scenario 7 – Assisting a person in shock** - Task 1

You will be assessed on:

- Applying the Principle of DRSABCD and providing correct first aid response for a conscious person displaying the signs and symptoms of being in shock.
- Correctly recognise the signs and symptoms of shock and use available resources to manage the shock until medical help arrives.
- Safe manual handling techniques whilst providing first aid
- Writing a post-incident debrief and reflective self-evaluation on the form provided

- **Scenario 8 – Pressure immobilisation bandage to manage envenomation** - Task 1 - 2

You will be assessed on:

- Applying the Principle of DRSABCD and providing correct first aid response for envenomation (snake bite).
- How to bandage the bitten area and then applying a comprehension bandage to the affected limb.
- Safe manual handling techniques whilst providing first aid
- Writing a post-incident debrief and reflective self-evaluation on the form provided

- **Scenario 9 – Sprains, Strains & Fractures** - Task 1 - 2

You will be assessed on:

- Providing correct first aid response for sprains and strains.
- Correctly applying a triangular bandage as a sling and use available resources to immobilise and bandage the injuries sustained.
- Safe manual handling techniques whilst providing first aid
- Writing a post-incident debrief and reflective self-evaluation on the form provided

4. Refer to the below scenarios for the timeframe you have to complete the role plays.

5. If you have not completed each task satisfactorily, you will be asked to re attempt the task for a second time. You will be allowed three (3) attempts only.



Student Instructions

1. Complete ALL areas of the cover sheet. Your submission will be rejected unless this is properly completed.
2. Sign the student declaration sheet.
3. Ensure that you have read each scenario carefully. If you require further clarification, please discuss with your assessor.
4. When directed by your assessor, undertake and complete:
 - Scenario 1 – Adult CPR - (Single person rescue including rotation of operators)
 - Scenario 2 - Infant CPR (Single person rescue)
 - Scenario 3 – Assist a person choking
 - Scenario 4 - Asthma
 - Scenario 5 – Anaphylaxis/allergic reaction
 - Scenario 6 – Control bleeding
 - Scenario 7 - Assisting a person in shock
 - Scenario 8 – Pressure Immobilisation Bandage to manage envenomation
 - Scenario 9 – Sprains, Strains & Fractures

You will need to role play the role of the first aider in the above 9 scenarios while your assessor observes you.

5. Fill out the coversheet and student declaration and upload this AT 2 of 2 SBA assessment into Moodle using the submission link. If this is not completed then you will be marked as NYS, which leads to an overall unit result of NYC. Name the file: HLTAID003_[Your Name]_AT 2 of 2_submission1 (if your first attempt, submission2 if your second etc.)
6. When you assessor informs you, undertake the below Scenarios/tasks.

Scenarios

Scenario 1 - Adult CPR (Single person rescue including rotation of operators)

You have **15 mins to complete** this scenario. This scenario consists of four (4) tasks:

Task 1 – Single CPR & AED

Task 2 – Rotation of 2 operators

Task 3 – Recover position

Task 4 - Handover to paramedics/ambo's & complete paperwork accurately.

This will be completed in a simulated environment or an agreed workplace location. It is essential that you demonstrate **safe manual handling techniques** whilst providing first aid.

Task 1

Scenario 1: You are at work and see a person in distress clutching their chest, they fall to the ground and stop moving. They are unconscious, with no signs of life.

Task: Demonstrate the first aid actions you would take.

Task 2

Scenario 1A: A second person arrives and offers to help as they are CPR trained.

Task: Using clear communication demonstrate a rotation of operators with minimal interruptions to compressions.

Scenario 1B: After two (2) minutes the casualty is still unconscious, with no sign of life.

Task: Demonstrate the first aid actions you would take.

Task 3

Scenario 1C: The person is responsive and vomits.

Task: Demonstrate the actions that are required in this event.

Task 4

Scenario 1D: The paramedics/Ambo's have arrived.

Task 4A: Demonstrate what you would do?

Scenario 1E: The paramedics/ambos have left with the casualty.

Task 4B: You now need to document details of the incident and follow the ARC guidelines of confidentiality & report it to your supervisor.

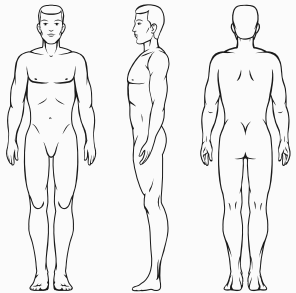
Assessor Marking criteria Scenario 1 - Adult CPR (Single person rescue including rotation of operators)

Scenario 1 – ADULT CPR (Single person rescue including rotation of operators)	Student <u>must</u> demonstrate <u>ALL</u> of the below components. Benchmarks are in red Did the student:	Demonstrated satisfactorily? (circle Y or N) Paper base Electronic V for S, X for NS		Comments/Questions asked/Responses Record all verbal questions asked and the student response. If No recorded against the demonstration of skills, please indicate why
Scenario 1.1: You are at work and see a person in distress clutching their chest, they fall to the ground and stop moving. They are unconscious, with no signs of life.	Task 1.1: Demonstrate the first aid actions you would take.			
	D. Check for Danger in the immediate area e.g. Identify the water hazard or power cord and reduces the risk	Yes	No	
	R. Check if person is Responsive (Can I help you; Open your eyes; What happened; squeeze my hands COWS)	Yes	No	
	S. Send for Help (dial 000 emergency numbers/address of incident/Brief summary/follows instruction)	Yes	No	
	A. Opens Airway (using head tilt)	Yes	No	
	B. Assesses Breathing (Look listen feel)	Yes	No	
	C. Performs CPR (on manikin positioned on floor) in accordance with ARC guidelines:	Yes	No	
	2 hands lower 1/3rd of the Sternum	Yes	No	
	1/3 depth of chest (4-5cm)	Yes	No	
	30 compressions for every 2 Breaths to the side of the manikin Approx. 5 cycles of 30:2 every 2mins (100 compressions per minute)	Yes	No	
	D: Applies AED pads correctly Opens the AED case, apply AED pads correctly such as removing clothing, making sure that there is no moisture, water etc. turn the AED on. Follows prompts and responds accordingly	Yes	No	
Scenario 1.2A: A second person arrives and offers to help as they are CPR trained.	Task 1.2A: Using clear communication demonstrate a rotation of operators with minimal interruptions to compressions.			

Scenario 1 – ADULT CPR (Single person rescue including rotation of operators)	Student <u>must</u> demonstrate <u>ALL</u> of the below components. Benchmarks are in red Did the student:	Demonstrated satisfactorily? (circle Y or N) Paper base Electronic V for S, X for NS		Comments/Questions asked/Responses Record all verbal questions asked and the student response. If No recorded against the demonstration of skills, please indicate why
Scenario 1.2B: After 2 minutes the casualty is still unconscious, with no sign of life.	Rotates operators delivering single person CPR with minimal interruptions to compressions. Such as one performing chest compressions and one performing rescue breaths Communicates clearly such as who will perform chest compression and who will perform breaths,)	Yes	No	
	Task 2B: Demonstrate the first aid actions you would take.			
	Uses AED after 2 minutes - which revives the casualty. Demonstrate first aid techniques for unresponsive, breathing person. Opens the AED case, apply AED pads correctly such as removing clothing, making sure that there is no moisture, water etc. turn the AED on. Follows prompts and responds accordingly	Yes	No	
Scenario 1.3: The person is responsive and vomits.	Task 1.3: Demonstrate the actions that are required in this event.			
	Turn the casualty in the recovery position (Turn casualty to one side/ recovery position using correct Manual Handling techniques such as: Minimise the lifting and lowering of the casualty, bend knees, keep back straight and head up, stay balanced	Yes	No	
	Allow vomit to drain/scoop vomit from mouth.	Yes	No	
	Commence secondary first aid survey, stay with person, maintain airway and breathing, check for ambulance arrival	Yes	No	
	Reassess for signs of life.	Yes	No	
	If no signs of life return to CPR position, using correct Manual handling techniques - continue CPR.	Yes	No	
	Respectful behaviour such as: beliefs, privacy and dignity	Yes	No	

Scenario 1 – ADULT CPR (Single person rescue including rotation of operators)	Student <u>must</u> demonstrate <u>ALL</u> of the below components. Benchmarks are in red Did the student:	Demonstrated satisfactorily? (circle Y or N) Paper base Electronic ✓ for S, X for NS		Comments/Questions asked/Responses Record all verbal questions asked and the student response. If No recorded against the demonstration of skills, please indicate why
Scenario 1.4A: The paramedics/Ambo's have arrived. Scenario 1.4B: The paramedics/ambos have left with the casualty.	Task 1.4A: Demonstrate what you would do?			
	Handover to paramedics / Ambo's <i>Such as: What happened, how long ago did it happen, first aid administered, condition of the casualty, casualty's personal details if known.</i>	Yes	No	
	Task 1.4B: You now need to document details of the incident and follow the ARC guidelines of confidentiality & report it to your supervisor.			
	Debriefs with supervisor <i>(discuss emotions, evaluates own performance, identify areas for improvement)</i> and completely fills out the first aid incident form accurately <i>(see below First Aid Report benchmark answers)</i>	Yes	No	

First Aid Report Benchmark Answers

Date: DD/MM/YYYY	Location: Queensford Campus (can use any name for this)	Time: xxxx
Complete ill/injured person's details below:		
Family Name: Unknown	Given Name: unknown	Sex m/f
Address: unknown		Telephone: unknown
Allergies: Unknown	Medication: Unknown	
Past Medical History:		
Not Known <input checked="" type="checkbox"/>	Asthma <input type="checkbox"/>	Cardiac <input type="checkbox"/>
Diabetic <input type="checkbox"/>	Nil <input type="checkbox"/>	Epilepsy <input type="checkbox"/>
Hypertension <input type="checkbox"/>	Loss of consciousness <input type="checkbox"/>	Others? _____
Medi Alert- What? _____		
Extra Information		
Witness Family Name: write own name or second witness if there was another	Given Name	Telephone
What Happened? (give details of the incident): Witnessed person collapse; Person was unconscious, not breathing.		
Time am/pm	Breathing (rate, noise,)	Conscious Level Alert to: Voice, touch, pain
xxxx	Not breathing	Unconscious
		No response
<p> A abrasion Bl bleeding Bu burns C contusion D deformity F fracture L laceration P pain S swelling T tenderness </p>  <p>Place an X on the affected body part and circle injury type</p>		<p>First Aid Treatment provided:</p> <p>Applied first aid - DRSABCD, checked response, Called 000</p> <p>Commenced CPR, Used Defibrillator</p> <p>Person started to breathe, vomits - placed in recovery position to drain vomit. 2nd person helps to turn and monitor</p> <p>Describe Injury</p> <p>No visible injury</p> <hr/>

Consent obtained: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> Implied <input checked="" type="checkbox"/> Parent/guardian (under 18yo) <input type="checkbox"/>		
Name:.....		
Referral/follow up? Ambulance <input checked="" type="checkbox"/> Hospital <input checked="" type="checkbox"/> Return to work <input type="checkbox"/> Others _____		
First Aiders Name and Signature: student's details	Person / Guardian / Signature	Time completed
Contact Number		

Scenario 2 - Infant CPR (Single person rescue)

You have eight (8) minutes to complete this scenario. This scenario consists of two (2) tasks:

Task 1 – Single CPR & AED

Task 2 – Handover to paramedics/ambo's

This will be completed in a simulated environment or agreed location. It is essential that you demonstrate **safe manual handling techniques** whilst providing first aid.

Scenario 2.1: At your workplace you notice an infant in a pram is quiet, pale and not moving in. You check for a response and assess the infant has not sign of life.

Task 2.1: Demonstrate the first aid actions you would take.

Scenario 2.2: The paramedics/Ambo's have arrived.

Task 2.2: Demonstrate what you would do?

Scenario 2.2A: The paramedics/ambos have left with the casualty.

Task 2.2A: You now need to verbal inform your workplace supervisor of the incident following the ARC guidelines of confidentiality.

Assessor Marking criteria Scenario 2 – Infant CPR

Scenario 2 – Infant CPR	Student <u>must</u> demonstrate <u>ALL</u> of the below components. Benchmarks are in red	Demonstrated satisfactorily? (circle Y or N) Paper base Electronic v for S, X for NS		Comments/Questions asked/Responses Record all verbal questions asked and the student response. If No recorded against the demonstration of skills, please indicate why
Scenario 2.1: At your workplace you notice an infant in a pram is quiet, pale and not moving in. You check for a response and assess the infant has not sign of life.	Task 2.1: Demonstrate the first aid actions you would take.			
	D: Check for Danger in the immediate area <i>Such as: power cords or dangerous insects, self, and bystanders.</i>	Yes	No	
	R: Response	Yes	No	
	S: Send for help (Dial 000 emergency numbers/address of incident/Brief summary/follows instruction)	Yes	No	
	A: Check Airway (Look, Listen, Feel) – NO HEAD TILT	Yes	No	
	B: Assess Breathing (Look listen feel)	Yes	No	
	C: Commence CPR on firm surface. (on infant manikin positioned on floor) in accordance with ARC guidelines: 2 fingers lower 1/3rd of the Sternum, 1/3 chest depth (4 cm) 30 compressions for every 2 breaths, to the side of the manikin , Approx. 5 Cycles of 30:2 every 2mins (100 – 120 compressions per minute)	Yes	No	
	2 minutes of uninterrupted CPR, Single person rescue	Yes	No	
Scenario 2.2: The paramedics/Ambo's have arrived.	Task 2.2. Demonstrate what you would do?			
	Handover to paramedics / ambo's <i>Such as: What happened, how long ago did it happen, first aid administered, condition of the casualty, casualty's personal details if known.</i>	Yes	No	
Scenario 2.2A: The paramedics/ambos have left with the casualty	Task 2.2A: You now need to verbal inform your workplace supervisor of the incident following the ARC guidelines of confidentiality.	Yes	No	
	Debriefs with supervisor (discuss emotions, evaluates own performance, identify areas for improvement)	Yes	No	

Scenario 3 – Assist a person choking

You have eight (8) minutes to complete this scenario. This scenario consists of three (3) tasks:

Task 3.1 - Apply DRSABCD

Task 3.2 - Apply first aid for person unable to speak

Task 3.3 - Complete debrief and Reflection

This will be completed in a simulated environment or agreed location. It is essential that you demonstrate **safe manual handling techniques** whilst providing first aid.

Scenarios

Scenario 3.1: You are at work serving meals and one of the client's starts gasping/coughing after consuming a mouthful of meat. Person remains conscious.

Task 3.1: Demonstrate the first aid action you would take.

Scenario 3.2 The person suddenly is unable to speak and starts gripping their throat. They become agitated and panicked.

Task 3.2: Demonstrate the first aid actions you would take.

Scenario 3.3: The paramedics/ambos have left with the casualty.

Task 3.3: Complete Debrief and Reflection

Assessor Marking criteria Scenario 3 - Person Choking

Scenario 3 – Assist a person choking	Student <u>must</u> demonstrate <u>ALL</u> of the below components. Benchmarks are in red	Demonstrated satisfactorily? (circle Y or N) Paper base Electronic V for S, X for NS		Comments/Questions asked/Responses Record all verbal questions asked and the student response. If No recorded against the demonstration of skills, please indicate why
Scenario 3.1: You are at work serving meals and one of the client's starts gasping/coughing after consuming a mouthful of meat. Person remains conscious.	Task 3.1: Demonstrate the first aid actions you would take.			
	Follow DRSABCD & ask consent	Yes	No	
	Assess Severity (Wheezing, Stridor, breathing difficulty, Blue mottled skin (Cyanosis))			
	If effective cough (partial airway obstruction)	Yes	No	
	Encourage coughing (Student encourages coughing to dislodge any foreign object)	Yes	No	
	Continue to check and reassure casualty until recovery	Yes	No	
	Call or an ambulance (dial 000 emergency numbers/address of incident/Brief summary/follows instruction)	Yes	No	
Scenario 3.2: The person suddenly is unable to speak and starts gripping their throat. They become agitated and panicked. Assessor: total airway obstruction	Task 3.2: Demonstrate the first aid actions you would take. Give 5 back blows (Bend the person well forward and give five back blows with the heel of your hand between their shoulder blades, in an upward motion – checking if the blockage has been removed after each blow by assessing signs of breathing (Look Listen Feel))	Yes	No	
	If not effective, then Give 5 chest thrusts (Give five chest thrusts by placing one hand in the middle of their back for support and the heel of the other hand on the lower part of their breastbone – checking if the blockage has been removed after each thrust by assessing breathing (Look Listen Feel))	Yes	No	
	Use correct Manual handling techniques such as: bend back, keep centre gravity low, ensure back is straight, bend knees	Yes	No	
	Respectful behaviour such as: beliefs, privacy and dignity	Yes	No	
	Task 3.3: Completes Reflection / Debriefing notes			

Scenario 3 – Assist a person choking	Student <u>must</u> demonstrate <u>ALL</u> of the below components. Benchmarks are in red	Demonstrated satisfactorily? (circle Y or N) Paper base Electronic V for S, X for NS		Comments/Questions asked/Responses Record all verbal questions asked and the student response. If No recorded against the demonstration of skills, please indicate why
Scenario 3.3: The paramedics/ambos have left with the casualty.	<ul style="list-style-type: none"> The student accurately evaluates own performance The student accurately identified areas for improvement The student was able to identify how they will address their development / individual needs 	Yes	No	

Scenario 4 - Asthma

You have **15 minutes** to complete this scenario. This scenario consists of two (2) tasks:

Task 4.1 – Assess DRSABCD & apply first aid to the casualty unable to speak full sentences

Task 4.2 – Complete Debrief and Reflection

This will be completed in a simulated environment or agreed location. It is essential that you demonstrate **safe manual handling techniques** whilst providing first aid.

Scenarios

Scenario 4.1: You are at work when a known asthmatic begins coughing constantly after a very active morning. The cough escalates to a wheeze and the person cannot speak in full sentences.

Task 4.1: Demonstrate the actions you should take.

Scenario 4.2: The paramedics/ambos have left with the casualty.

Task 4.2: Complete Debrief and Reflection

Assessor Marking criteria Scenario 4 – Treating a Casualty with Asthma

Scenario 4 – Treating a casualty with Asthma	Student <u>must</u> demonstrate <u>ALL</u> of the below components. Benchmarks are in red	Demonstrated satisfactorily? (circle Y or N) Paper base Electronic v for S, X for NS		Comments/Questions asked/Responses Record all verbal questions asked and the student response. If No recorded against the demonstration of skills, please indicate why
Scenario 4.1: You are at work when a known asthmatic begins coughing constantly after a very action morning. The cough escalates to a wheeze and the person cannot speak in full sentences	Task 1: Demonstrate the first aid actions you would take.			
	Follow DRSABCD	Yes	No	
	Calm the casualty (giving reassurance and sit them upright. Obtain Action Plan if available.)	Yes	No	
	Obtain reliever puffer (check expiry date)	Yes	No	
	Use spacer if available (4: 4: 4 blue/grey reliever puffer)	Yes	No	
	Shake puffer	Yes	No	
	Put 1 puff into spacer, wait 4 minutes	Yes	No	
	Have person take 4 breaths from spacer	Yes	No	
	If no improvement, give 4 more puffs as detailed above	Yes	No	
	If still no improvement, call emergency assistance (000) specify that someone is having an asthma attack	Yes	No	
	Keep giving 4 puffs every 4 minutes until emergency assistance arrives	Yes	No	
	Once ambulance arrives, contact emergency contact person	Yes	No	
	Use correct Manual handling techniques such as: bend back, keep centre gravity low, ensure back is straight, bend knees	Yes	No	
	Respectful behaviour such as: beliefs, privacy and dignity	Yes	No	
Scenario 4.2: The paramedics/ambos have left with the casualty.	Task 4.2 Completes Reflection / Debriefing notes			
	<ul style="list-style-type: none"> The student accurately evaluates own performance The student accurately identified areas for improvement The student was able to identify how they will address their development / individual needs 	Yes	No	

Scenario 5 – Anaphylaxis/allergic reaction

You have **10 minutes** to complete this scenario. This scenario consists of two (2) tasks:

Task 5.1 – Apply DRSABCD

Task 5.2 – Complete Debrief and Reflection

Scenarios

Scenario 5.1: You are working when a person appears panicked and is having difficulty breathing. A family member tells you they are allergic to seafood.

Task 5.1: Demonstrate the actions you should take

Scenario 5.2: Complete Debrief and Reflection

Task 5.2: Demonstrate the actions you should take.

Assessor Marking criteria Scenario 5 – Anaphylaxis/allergic reaction

Scenario 5 – Anaphylaxis/allergic reaction	Student <u>must</u> demonstrate <u>ALL</u> of the below components. Benchmarks are in red	Demonstrated satisfactorily? (circle Y or N) Paper base Electronic V for S, X for NS		Comments/Questions asked/Responses Record all verbal questions asked and the student response. If No recorded against the demonstration of skills, please indicate why
Scenario 5.1: You are working when a person appears panicked and is having difficulty breathing. A family member tells you they are allergic to seafood.	Task 5.1: Demonstrate the first aid actions you would take.			
	Seek consent before starting treatment Ask the person if you can help	Yes	No	
	Follow DRSABCD Identify danger, reduce risk, check if responsive, dial 000, open airway, assess breathing	Yes	No	
	Apply EpiPen Lay person flat (allow to sit if breathing is difficult)	Yes	No	
	<ul style="list-style-type: none">Locate and remove EpiPen® from plastic container	Yes	No	
	<ul style="list-style-type: none">Check Expiry date	Yes	No	
	<ul style="list-style-type: none">Form fist around EpiPen® and pull off the blue safety cap	Yes	No	
	<ul style="list-style-type: none">Place orange end against the casualty's outer mid-thigh (can be given through a single layer of clothes) (Blue to the Sky, Orange to the Thigh)	Yes	No	
	<ul style="list-style-type: none">Push down hard until a click is heard and hold in place for 3 seconds	Yes	No	
	<ul style="list-style-type: none">Remove EpiPen® (do not touch the needle)	Yes	No	
	<ul style="list-style-type: none">Check needle guard is released, and adrenaline was delivered	Yes	No	
	<ul style="list-style-type: none">Note/record time EpiPen® was given on the case	Yes	No	
	<ul style="list-style-type: none">Insert the EpiPen® back into the plastic container and place cap on tightly, in accordance with best practice	Yes	No	
	<ul style="list-style-type: none">Loosen any tight clothing/jewellery in case of swelling.	Yes	No	
	<ul style="list-style-type: none">Monitor person and if condition does not improve within 5 minutes, Re-administer medication using a new EpiPen – record time given	Yes	No	
	<ul style="list-style-type: none">Give Adrenaline Auto-injector kit to ambulance officer	Yes	No	
	<ul style="list-style-type: none">Advise the time the Adrenaline Auto-Injector was administered	Yes	No	

Scenario 5 – Anaphylaxis/allergic reaction	Student <u>must</u> demonstrate <u>ALL</u> of the below components. Benchmarks are in red	Demonstrated satisfactorily? (circle Y or N) Paper base Electronic V for S, X for NS		Comments/Questions asked/Responses Record all verbal questions asked and the student response. If No recorded against the demonstration of skills, please indicate why
	Use correct Manual handling techniques such as: bend back, keep centre gravity low, ensure back is straight, bend knees	Yes	No	
	Respectful behaviour such as: beliefs, privacy and dignity	Yes	No	
Scenario 5.2: The paramedics/ambos have left with the casualty.	Task 5.2: Completes Reflection / Debriefing notes			
	<ul style="list-style-type: none"> The student accurately evaluates own performance The student accurately identified areas for improvement The student was able to identify how they will address their development / individual needs 	Yes	No	

Scenario 6 – Control Bleeding

You have **15 minutes** to complete this scenario. This scenario consists of two (2) tasks:

Scenario 6.1: You are at work when you notice a colleague is holding their arm and there is a lot of blood dripping to the floor. There is a deep laceration to their right forearm which is bleeding heavily.

Task 6.1 – Demonstrate the actions you should take

Scenario 6.2: The paramedics/ambos have left with the casualty.

Task 6.2 – Complete debrief and reflection

This will be completed in a simulated environment or agreed location. It is essential that you demonstrate **safe manual handling techniques** whilst providing first aid.

Assessor Marking criteria Scenario 6 – Bleeding Control

Scenario 6 – Bleeding Control	Student <u>must</u> demonstrate <u>ALL</u> of the below components. Benchmarks are in red	Demonstrated satisfactorily? (circle Y or N) Paper base Electronic V for S, X for NS		Comments/Questions asked/Responses Record all verbal questions asked and the student response. If No recorded against the demonstration of skills, please indicate why
Scenario 6: You are at work when you notice a colleague is holding their arm and there is a lot of blood dripping to the floor. There is a deep laceration to the right forearm which is bleeding heavily.	Task 6.1: Demonstrate the first aid actions you would take.			
	Seek consent before starting treatment Ask the person if you can help	Yes	No	
	Follow DRSABCD Identify danger, reduce risk, check if responsive, dial 000, open airway, assess breathing	Yes	No	
	Use PPE (disposable gloves if available / plastic bags over hands/ sunglasses)	Yes	No	
	Quickly check for an embedded object (Do not remove any foreign bodies)	Yes	No	
	Wash/clean wound if able	Yes	No	
	Apply direct pressure (by pressing the skin edges together, then firmly apply a pad and bandage to the wound, ask injured person to apply the pressure whilst you bandage if possible) (use clothing as a substitute for a bandage if necessary)	Yes	No	
	Rest the person and give reassurance	Yes	No	
	Position person comfortably. (elevate injured limb if possible)	Yes	No	
	If bleeding continues through the pad and bandage, apply another over the top of the existing bandage and continue to apply pressure.	Yes	No	
	If above measures fail, remove all pads and reassess ensuring the bleeding point has not been missed. Reapply a new compact pad dressing and bandage firmly. Ensure medical care is obtained.	Yes	No	

Scenario 6 – Bleeding Control	Student <u>must</u> demonstrate <u>ALL</u> of the below components. Benchmarks are in red	Demonstrated satisfactorily? (circle Y or N) Paper base Electronic V for S, X for NS		Comments/Questions asked/Responses Record all verbal questions asked and the student response. If No recorded against the demonstration of skills, please indicate why
	Use correct Manual handling techniques such as: bend back, keep centre gravity low, ensure back is straight, bend knees	Yes	No	
	Respectful behaviour such as: beliefs, privacy and dignity	Yes	No	
Scenario 6.2: The paramedics/ambos have left with the casualty.	Task 6.2: Completes Reflection / Debriefing notes			
	<ul style="list-style-type: none"> The student accurately evaluates own performance The student accurately identified areas for improvement The student was able to identify how they will address their development / individual needs 	Yes	No	

Scenario 7 – Assisting a person in shock

You have **10 minutes** to complete this scenario. This scenario consists of two (2) tasks:

Scenario 7.1: You are working (see appendix 1) with a colleague who has just told you they are not feeling very well and need to sit down for a few minutes. After ten (10) minutes, you notice your colleague has become restless, pale and sweaty, and their breathing has become rapid and shallow. The casualty asks for a drink of water.

Task 7.1 – Demonstrate the first aid actions you would take.

Scenario 7.2: The paramedics/ambos have left with the casualty.

Task 7.2 – Complete debrief and reflection

Assessor Marking criteria Scenario 7 – Shock

Scenario 7 – Shock	Student <u>must</u> demonstrate <u>ALL</u> of the below components. Benchmarks are in red	Demonstrated satisfactorily? (circle Y or N) Paper base Electronic V for S, X for NS		Comments/Questions asked/Responses Record all verbal questions asked and the student response. If No recorded against the demonstration of skills, please indicate why
Scenario 7.1: You are at working with a colleague who has just told you they are not feeling very well and need to sit down for a few minutes. After 10 mins, you notice your colleague has become restless, pale and sweaty, and their breathing has become rapid and shallow. The casualty asks for some water	Task 7.1: Demonstrate the first aid actions you would take.			
	Recognises the symptoms of shock <i>Cold, Pale, sweaty skin, rapid weak pulse, rapid shallow breathing, anxious, restless, nausea, vomiting dizzy.</i>	Yes	No	
	Reassures the Person and gain consent to assist <i>Ask if you may help the person, lay them down informing them of what you are doing and why</i>	Yes	No	
	Call Triple Zero (000) for an ambulance	Yes	No	
	Assess the risk to self and others before proceeding with actions (<i>gloves if available</i>) DRSABCD	Yes	No	
	Assess for injury or pain (<i>ask the person to describe what they are feeling</i>)	Yes	No	
	Lay person on floor with legs raised and place head flat on the floor (<i>Elevate legs using furniture</i>)	Yes	No	
	Loosen any tight clothing at neck, chest and waist (<i>Make sure you make the person aware of everything you are about to do and why</i>)	Yes	No	
	Maintain person's body warmth with a blanket or similar (<i>DO NOT overheat with any source of direct heat</i>) (<i>apply a space blanket from First Aid kit or use a coat or other available items</i>)	Yes	No	
	No food or fluid (<i>unless remote and rescue time greater than 4 hours, then only small amounts of fluid</i>) (<i>Student should not give person water and should explain why</i>)	Yes	No	

Scenario 7 – Shock	Student <u>must</u> demonstrate <u>ALL</u> of the below components. Benchmarks are in red	Demonstrated satisfactorily? (circle Y or N) Paper base Electronic V for S, X for NS		Comments/Questions asked/Responses Record all verbal questions asked and the student response. If No recorded against the demonstration of skills, please indicate why
	Monitor and record consciousness, breathing, and skin colour at regular intervals (Student writes down observations whilst waiting for medical assistance)	Yes	No	
	Place the casualty in the recovery position if there is breathing difficulty, the casualty becomes unconscious or is likely to vomit	Yes	No	
	Use correct Manual handling techniques such as: bend back, keep centre gravity low, ensure back is straight, bend knees	Yes	No	
	Respectful behaviour such as: beliefs, privacy and dignity	Yes	No	
Scenario 7.2: The paramedics/ambos have left with the casualty.	Completes Reflection / Debriefing notes <ul style="list-style-type: none"> • The student accurately evaluates own performance • The student accurately identified areas for improvement • The student was able to identify how they will address their development / individual needs 	Yes	No	

Scenario 8 – Pressure Immobilisation Bandage to manage envenomation

You have **12 minutes** to complete this scenario. This scenario consists of two (2) tasks:

Scenario 8.1: You are at work (see Appendix 1) when you witness a person receive a snake bite.

Task 8.1: Demonstrate the first aid actions you would take.

Scenario 8.2: The paramedics/ambos have left with the casualty.

Task 8.2: Complete Debrief and Reflection

This will be completed in a simulated environment or agreed location. It is essential that you demonstrate **safe manual handling techniques** whilst providing first aid.

Assessor Marking criteria Scenario 8 – Pressure bandage/envenomation

Scenario 8 – Pressure bandage/envenomation	Student <u>must</u> demonstrate <u>ALL</u> of the below components. Benchmarks are in red	Demonstrated satisfactorily? (circle Y or N) Paper base Electronic V for S, X for NS		Comments/Questions asked/Responses Record all verbal questions asked and the student response. If No recorded against the demonstration of skills, please indicate why
Scenario 8.1: You are at work when you witness a person receive a snake bite. You have a first aid kit in your workplace	Task 8.1: Demonstrate the first aid actions you would take.			
	Assess the risk to self and others before proceeding with actions DRSABCD (ensuring snake is no longer present)	Yes	No	
	Seek consent before starting treatment Ask the person if you can help	Yes	No	
	Sit / lay person down and reassure	Yes	No	
	Apply pressure/compression bandage directly over the bite area and work up the limb. (Start bandage at the toes of bitten limb and move up the limb to cover the entire leg. Banging should be firm but not constrictive)	Yes	No	
	Mark bite with X on top of bandage	Yes	No	
	Check for circulation, ensuring fingers/toes stay healthy colour (Colour, Warmth, Movement & Sensation)	Yes	No	
	Immobilise limb with a splint if possible (use fallen sticks or other available items)	Yes	No	
	Call for emergency support (Dial 000)	Yes	No	
	Keep casualty comfortable (Lie or sit still) (Recovery Position) & maintain dignity & respect at all times (Talk with the person, reassure them help is on the way, cover the person with a blanket, coat etc)	Yes	No	
	Use correct Manual handling techniques such as: bend back, keep centre gravity low, ensure back is straight, bend knees	Yes	No	
	Respectful behaviour such as: beliefs, privacy and dignity	Yes	No	
Scenario 8.2: The paramedics/ambos have left with the casualty.	Task 8.2: Completes Reflection / Debriefing notes	Yes	No	
	<ul style="list-style-type: none"> The student accurately evaluates own performance The student accurately identified areas for improvement The student was able to identify how they will address their development / individual needs 	Yes	No	

Scenario 9 – Sprains, Strains & Fractures

You have **15 minutes** to complete this scenario. This scenario consists of two (2) tasks:

Scenario 9.1: You are at your workplace (see appendix 1) when a person loses their balance and falls off a mobile step. On enquiry, they complain of severe pain in their right forearm which they are guarding and a sore ankle that you can see has started to swell and has a superficial abrasion.

Task 9.1 – Demonstrate the correct actions you should take as a first aider.

Scenario 9.2: The paramedics/ambos have left with the casualty.

Task 9.2 – Complete debrief and reflection

This will be completed in a simulated environment or agreed location. It is essential that you demonstrate **safe manual handling techniques** whilst providing first aid.

Assessor Marking criteria Scenario 9 – Sprains, strains & fractures

Scenario 9 – Sprains, Strains & Fractures	Student <u>must</u> demonstrate <u>ALL</u> of the below components. Benchmarks are in red	Demonstrated satisfactorily? (circle Y or N) Paper base Electronic v for S, X for NS		Comments/Questions asked/Responses Record all verbal questions asked and the student response. If No recorded against the demonstration of skills, please indicate why
Scenario 9.1: You are at your workplace when a person trips on a step and falls. On enquiry, they complain of severe pain in their right forearm which they are guarding and a sore ankle that you can see has started to swell and has a superficial abrasion.	Task 9.1: Demonstrate the first aid actions you would take. NB: All sprains and Strains should be treated as if a fracture has occurred until proven otherwise by a medical professional			
	Demonstrate the treatment for a sprain, Strain (ankle) using the RICER principle. (Rest, Ice, Compression, Elevation and Referral)	Yes	No	
	Place the injured (presumed fractured) arm across the body of the casualty by holding the elbow at the side and positioning the forearm at about 90 degrees to the upper arm	Yes	No	
	Splint applied to support forearm with bandage to hold splint in place (use magazines or other available items to splint the arm)	Yes	No	
	Fully open a triangular bandage. Slide one end of the triangle up between the arm and the body with the apex of the bandage behind the elbow	Yes	No	
	Pass the top of the bandage up over the uninjured side and around the back of the neck so that the point lies over the front of the shoulder and secure at the back with a knot (nearer to shoulder than spine)	Yes	No	
	Check that circulation has not been altered by application of the sling and adjust the splinting and/or angle of the arm in the sling if the circulation has been compromised (Check Colour Warmth Movement and sensation of the fingers)	Yes	No	
	Use correct Manual handling techniques such as: bend back, keep centre gravity low, ensure back is straight, bend knees	Yes	No	
	Respectful behaviour such as: beliefs, privacy and dignity	Yes	No	
	Task 9.2: Completes Reflection / Debriefing note			

Scenario 9 – Sprains, Strains & Fractures	Student <u>must</u> demonstrate <u>ALL</u> of the below components. Benchmarks are in red	Demonstrated satisfactorily? (circle Y or N) Paper base Electronic ✓ for S, X for NS		Comments/Questions asked/Responses Record all verbal questions asked and the student response. If No recorded against the demonstration of skills, please indicate why
Scenario 9.2: The paramedics/ambos have left with the casualty.	<ul style="list-style-type: none"> The student accurately evaluates own performance The student accurately identified areas for improvement The student was able to identify how they will address their development / individual needs 	Yes	No	

STUDENT REFLECTION / DEBRIEFING NOTES

The section below is included in the Assessment Evidence Tool. The student is to complete this prior to receiving feedback from the assessor. You the assessor will need to print and hand this out to the student before the assessment begins. This is to be handed into the assessor, once completed. Assessor to mark and upload it into Moodle using the submission link First Aid Report Form & debriefing. Please name file as: student name_Report Form

Marking criteria includes:

The student accurately evaluates own performance

The student accurately identified areas for improvement

The student was able to identify how they will address their development / individual needs.

STUDENT REFLECTION / DEBRIEFING NOTES

Student Name: _____
How did you feel during the practical tasks?
What did you do or believe to be successful?
What challenges did you have?
What positives can you take away?
How do you feel on completion of the tasks?
How can you apply what you learned from this activity in your life or the workplace?

Do you think you could have done anything different?
Were you confident in your first aid treatments?

Note:

Students are to fill in ONE reflection/debrief for task three to nine (3-9) above.

Appendix 1 – Assessor to print and hand this out to students

	GENERIC	NURSING	AGED CARE	CHILDCARE	COOKERY	HOSPITALITY	OFFICE
<p>Scenario 1</p> <p>Single person CPR</p>	<p>You are at work and see a person in distress clutching their chest, they fall to the ground and stop moving. They are unconscious, with no signs of life.</p> <p>Demonstrate the first aid actions you would take.</p>	<p>You are arriving work at work and see a person in the carpark, distressed clutching their chest. They fall to the ground and stop moving. You go to them and find they are unconscious, with no signs of life.</p> <p>Demonstrate the first aid actions you would take.</p>	<p>You are arriving work at work and see a person in the carpark, distressed clutching their chest. They fall to the ground and stop moving. You go to them and find they are unconscious, with no signs of life.</p> <p>Demonstrate the first aid actions you would take.</p>	<p>You are at work and it is Grandparents visiting day. During the festivities you notice a person in distress clutching their chest. They fall to the ground and stop moving. You go to them and find they are unconscious, with no signs of life.</p> <p>Demonstrate the first aid actions you would take.</p>	<p>You are at work, at a restaurant and notice a colleague is in distress clutching their chest, they fall to the ground and stop moving. You go to them and find they are unconscious, with no signs of life.</p> <p>Demonstrate the first aid actions you would take.</p>	<p>You are at work, at a motel and notice a visitor, in the foyer, is in distress clutching their chest, they fall to the ground and stop moving. You go to them and find they are unconscious, with no signs of life.</p> <p>Demonstrate the first aid actions you would take.</p>	<p>You are at work and see a colleague in distress clutching their chest, they fall to the ground and stop moving. You go to them and find they are unconscious, with no signs of life.</p> <p>Demonstrate the first aid actions you would take.</p>
Scenario 2	In your workplace you notice an infant sleeping in the pram. You peer into the pram and you notice that the infant is not breathing. The infant's lips appear	A work colleague is visiting the team with their new baby while mum is chatting to friends, you peer into the pram to admire the sleeping baby. you notice that the infant is not breathing. The	A work colleague is visiting the team with their new baby while mum is chatting to friends, you peer into the pram to admire the sleeping baby. you notice that the infant is not	In the childcare centre you are working in you check on the sleeping infant in a pram. You peer into the pram and you notice that the infant is not breathing. The infant's lips appear	In the restaurant you are working you serve food to a lady with a young baby in a pram. You look at the sleeping infant and notice that the infant is not breathing. The	In the restaurant you are working you serve food to a lady with a young baby in a pram. You look at the sleeping infant and notice that the infant is not breathing. The	A work colleague is visiting the team with their new baby while mum is chatting to friends, you peer into the pram to admire the sleeping baby. you notice

	GENERIC	NURSING	AGED CARE	CHILDCARE	COOKERY	HOSPITALITY	OFFICE
	blue and there are no signs of life. Demonstrate the First Aid actions you would do.	infant's lips appear blue and there are no signs of life. Demonstrate the First Aid actions you would do.	breathing. The infant's lips appear blue and there are no signs of life. Demonstrate the First Aid actions you would do.	blue and there are no signs of life. Demonstrate the First Aid actions you would do.	infant's lips appear blue and there are no signs of life. Demonstrate the First Aid actions you would do.	infant's lips appear blue and there are no signs of life. Demonstrate the First Aid actions you would do.	that the infant is not breathing. The infant's lips appear blue and there are no signs of life. Demonstrate the First Aid actions you would do.
Scenario 3 Choking	You are at work serving meals and one of the client's starts gasping/coughing after consuming a mouthful of meat. Person remains conscious. Demonstrate the first aid actions you would take.	You are at work having coffee in the cafe and one of the customers starts gasping/coughing after consuming a mouthful of meat. Person remains conscious. Demonstrate the first aid actions you would take.	You are at work feeding a resident and one of the other residents starts gasping/coughing after consuming a mouthful of meat. Person remains conscious. Demonstrate the first aid actions you would take.	You are at work and the children are eating lunch when one starts gasping/coughing after consuming a mouthful of a meat sandwich. The child remains conscious. Demonstrate the first aid actions you would take.	You are at work in a cafe and one of the customers starts gasping/coughing after consuming a mouthful of meat. Person remains conscious. Demonstrate the first aid actions you would take.	You are at work in a cafe and one of the customers starts gasping/coughing after consuming a mouthful of meat. Person remains conscious. Demonstrate the first aid actions you would take.	You are in the staff room eating lunch with your colleagues, when one of your colleagues starts gasping/coughing after consuming a mouthful of meat. Person remains conscious. Demonstrate the first aid actions you would take.
Scenario 4 Asthma	You are at work when a known asthmatic begins	You are walking to your car after work and	You are walking to your car after work	You are at work when a known asthmatic begins coughing	You are at work when a known asthmatic begins	You are at work when a known asthmatic begins	You are walking to your car after work

	GENERIC	NURSING	AGED CARE	CHILDCARE	COOKERY	HOSPITALITY	OFFICE
	coughing constantly after a very active morning. The cough escalates to a wheeze and the person cannot speak in full sentences. Demonstrate the actions you should take	pass a person coughing constantly and wheezing heavily. You ask them if they are ok and they cannot reply in a full sentence. Demonstrate the actions you should take	and pass a person coughing constantly and wheezing heavily. You ask them if they are ok and they cannot reply in a full sentence. Demonstrate the actions you should take	constantly after a very active morning. The cough escalates to a wheeze and the child cannot speak in full sentences. Demonstrate the actions you should take	coughing constantly after a very active morning. The cough escalates to a wheeze and the person cannot speak in full sentences. Demonstrate the actions you should take	coughing constantly after a very active morning. The cough escalates to a wheeze and the person cannot speak in full sentences. Demonstrate the actions you should take	and pass a person coughing constantly and wheezing heavily. You ask them if they are ok and they cannot reply in a full sentence. Demonstrate the actions you should take
Scenario 5 Anaphylaxis / Allergic Reaction	You are working when a person appears panicked and is having difficulty breathing. A family member tells you they are allergic to seafood. Demonstrate the actions you should take.	You are working in a ward at afternoon teatime when a person appears panicked and is having difficulty breathing. A family member tells you they are allergic to nuts and has just eaten Carrot cake. Demonstrate the actions you should take.	You are working in a residential aged care facility at afternoon teatime when a person appears panicked and is having difficulty breathing. A family member tells you they are allergic to nuts and has just eaten Carrot cake. Demonstrate the actions you should take.	You are working in a Child care centre at lunch time when one child shares his peanut butter sandwich with his friend. The friend starts to panic and is having difficulty breathing. A staff member reminds you the child is allergic to nuts. Demonstrate the actions you should take.	You are working in a kitchen when a colleague appears panicked and is having difficulty breathing. A friend tells you they are allergic to seafood and have been working beside the person peeling prawns. Demonstrate the actions you should take.	You are working when a person appears panicked and is having difficulty breathing, at one of your tables. A family member tells you they are allergic to seafood. Demonstrate the actions you should take.	It is a colleague's birthday and they have brought in a Carrot cake for morning tea. During the celebrations a colleague appears panicked and is having difficulty breathing. A friend tells you they are allergic to nuts. Demonstrate the actions you should take.

	GENERIC	NURSING	AGED CARE	CHILDCARE	COOKERY	HOSPITALITY	OFFICE
Scenario 6 Control bleeding	You are at work when you notice a colleague is holding their arm and there is a lot of blood dripping to the floor. There is a deep laceration to their right forearm which is bleeding heavily. Demonstrate the actions you should take.	You are walking by a building site during your lunch hour when you see a worker has been cut by a broken sheet of glass being installed. There is a deep laceration to their right forearm which is bleeding heavily. Demonstrate the actions you should take	You are walking by a building site during your lunch hour when you see a worker has been cut by a broken sheet of glass being installed. There is a deep laceration to their right forearm which is bleeding heavily. Demonstrate the actions you should take	You are walking by a building site during your lunch hour when you see a worker has been cut by a broken sheet of glass being installed. There is a deep laceration to their right forearm which is bleeding heavily. Demonstrate the actions you should take	You are at work when a colleague is cutting vegetables and is alarmed by a loud noise. The knife slips. There is a deep laceration to their right forearm which is bleeding heavily. Demonstrate the actions you should take	You are working behind a bar when patron throws a glass at a wall and it smashes. The glass goes everywhere and cuts your work colleague on the right forearm, which is bleeding heavily. The cut is a deep laceration to the right forearm. Demonstrate the actions you should take	You are walking by a building site during your lunch hour when you see a worker has been cut by a broken sheet of glass being installed. There is a deep laceration to their right forearm which is bleeding heavily. Demonstrate the actions you should take
Scenario 7 Shock	You are working with a colleague who has just told you they are not feeling very well and need to sit down for a few minutes. After 10 mins, you notice your colleague has become restless, pale and sweaty, and their breathing has become rapid and shallow. Demonstrate the actions you should take	You are working with a colleague who has just told you they are not feeling very well and need to sit down for a few minutes. After 10 mins, you notice your colleague has become restless, pale and sweaty, and their breathing has become rapid and shallow. Demonstrate the actions you should take	You are working with a colleague who has just told you they are not feeling very well and need to sit down for a few minutes. After 10 mins, you notice your colleague has become restless, pale and sweaty, and their breathing has become rapid and shallow. Demonstrate the actions you should take	You are working with a colleague who has just told you they are not feeling very well and need to sit down for a few minutes. After 10 mins, you notice your colleague has become restless, pale and sweaty, and their breathing has become rapid and shallow. Demonstrate the actions you should take	You are working with a colleague who has just told you they are not feeling very well and need to sit down for a few minutes. After 10 mins, you notice your colleague has become restless, pale and sweaty, and their breathing has become rapid and shallow. Demonstrate the actions you should take	You are working with a colleague who has just told you they are not feeling very well and need to sit down for a few minutes. After 10 mins, you notice your colleague has become restless, pale and sweaty, and their breathing has become rapid and shallow. Demonstrate the actions you should take	You are working with a colleague who has just told you they are not feeling very well and need to sit down for a few minutes. After 10 mins, you notice your colleague has become restless, pale and sweaty, and their breathing has become rapid and shallow. Demonstrate the actions you should take

	GENERIC	NURSING	AGED CARE	CHILDCARE	COOKERY	HOSPITALITY	OFFICE
							actions you should take
Scenario 8 Manage envenomation	You are at work when you witness a person receive a snake bite. You have a first aid kit in your workplace. Demonstrate the first aid actions you would take.	You are at work, sitting in the garden area eating lunch when you witness a person receive a snake bite. You have a first aid kit in your backpack. Demonstrate the first aid actions you would take.	You are taking the residents for an afternoon walk through the garden, when you witness another staff member receive a snake bite. You have a first aid kit with you for the excursion. Demonstrate the first aid actions you would take.	You are supervising the children playing outside with another staff member. You witness the other staff member receive a snake bite. You have a first aid kit with you. Demonstrate the first aid actions you would take.	You are working in a restaurant with alfresco dining in a lush garden setting. You are serving customers when you witness another staff member receive a snake bite. You have a first aid kit. Demonstrate the first aid actions you would take.	You are working in a restaurant with alfresco dining in a lush garden setting. You are serving customers when you witness another staff member receive a snake bite. Demonstrate the first aid actions you would take.	You are at work, sitting in the garden area eating lunch when you witness a person receive a snake bite. You have a first aid kit in your backpack. Demonstrate the first aid actions you would take.
Scenario 9 Sprains, Strains & Fractures	You are at your workplace when a person loses their balance and falls off a mobile step. On enquiry, they complain of severe pain in their right forearm which they are guarding and a sore ankle that you can see has started to swell and has a superficial abrasion.	You are at your workplace when a person loses their balance and falls off a mobile step. On enquiry, they complain of severe pain in their right forearm which they are guarding and a sore ankle that you can see has started to swell and has a superficial abrasion. Demonstrate the correct actions you	You are at your workplace when a person loses their balance and falls off a mobile step. On enquiry, they complain of severe pain in their right forearm which they are guarding and a sore ankle that you can see has started to swell and has a superficial abrasion.	You are at your workplace when a person loses their balance and falls off a mobile step. On enquiry, they complain of severe pain in their right forearm which they are guarding and a sore ankle that you can see has started to swell and has a superficial abrasion. Demonstrate the correct actions you	You are at your workplace when a person loses their balance and falls off a mobile step. On enquiry, they complain of severe pain in their right forearm which they are guarding and a sore ankle that you can see has started to swell and has a superficial abrasion.	You are at your workplace when a person loses their balance and falls off a mobile step. On enquiry, they complain of severe pain in their right forearm which they are guarding and a sore ankle that you can see has started to swell and has a superficial abrasion.	You are at your workplace when a person loses their balance and falls off a mobile step. On enquiry, they complain of severe pain in their right forearm which they are guarding and a sore ankle that you can see has started to swell and has a superficial abrasion.

	GENERIC	NURSING	AGED CARE	CHILDCARE	COOKERY	HOSPITALITY	OFFICE
	Demonstrate the correct actions you should take as a first aider.	should take as a first aider.	Demonstrate the correct actions you should take as a first aider.	should take as a first aider.	Demonstrate the correct actions you should take as a first aider.	Demonstrate the correct actions you should take as a first aider.	Demonstrate the correct actions you should take as a first aider.