



SYDNEY MARITIME  
INSTITUTE

# **HLTAID011 – Provide first aid (Release 1)**

**Assessor Guide v 2.0**

## Modification History

Summary of Modifications	Version Number	Date of Release	Date of Review
Created and finalised version 1	1.0	30 January 2024	
Revised the options for Part 8 questions 69 and 72 in the Knowledge Assessment to resolve aXcelerate issue	1.1	4 July 2024	
<ul style="list-style-type: none"><li>• Applied new AG template</li><li>• Revised Knowledge Assessment items based on review feedback</li><li>• Rectified LG references in the Knowledge Assessment</li><li>• Removed KE5.16 mapping on Q58</li></ul>	2.0	1 August 2024	

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## About this Assessor Guide

This Assessor Guide was designed to establish consistent, standardized assessment practices for the training organisation. It provides guidance and instructions to assessors who are responsible for evaluating the performance and competency of learners or candidates using the same criteria and procedures. This guide helps assessors understand and adhere to compliance requirements, ensuring that assessments and assessment practices are planned and implemented in accordance with relevant laws, regulations, and industry standards.

## Navigating this Assessor Guide

The Table of Contents and the Navigation Pane help in quickly jumping between headings, pages, or results from a search within the document. Enable it by going to the View tab and checking Navigation Pane.

You can collapse and expand parts of your document based on the heading levels. This feature can help you quickly navigate your document and focus on specific sections. When you hover your mouse over a heading styled with a heading style, a small triangle appears to the left of the heading. Click on the triangle next to the heading you want to collapse. This will hide all the content under that heading, down to the next heading of the same or higher level. If you want to see the hidden content again, click the triangle again, and it will expand.

Links provided within this assessor guide are in [Blue Text](#). Windows users must hold the Ctrl key then click on the link; while Mac Users may click directly on the link.

## Competency-Based Assessments

Competency is defined as the ability to perform tasks and duties to the standard expected in employment. This involves consistently applying knowledge and skills to meet workplace performance standards.

### Key Characteristics of a Competency-Based Assessment System

- **Outcome-Focused:** The primary goal is to determine what learners can do, rather than what they know. The assessment focuses on the practical application of skills and knowledge.
- **Real-World Relevance:** Assessments are designed to reflect the actual conditions and scenarios learners will face in their respective workplaces.
- **Clarity and Transparency:** Learners are informed of the assessment criteria and expected standards from the outset, ensuring they understand what is required to achieve competency.
- **Holistic Approach:** Assessments aim to cover multiple elements and units of competency simultaneously, providing a comprehensive evaluation of the learner's abilities.
- **Binary Outcomes:** The assessment results are straightforward, with learners being classified as either 'competent' or 'not yet competent,' removing any ambiguity.
- **Application of Knowledge:** Emphasis is placed on the practical application of knowledge. Theoretical knowledge is only valued insofar as it supports practical performance.
- **Industry Standards Alignment:** Assessment outcomes are aligned with industry standards and expectations, ensuring that learners meet the competencies demanded by employers.
- **Continuous Improvement:** Feedback from assessments is used to guide ongoing learning and improvement, helping learners to reach the required competency standards.

## Principles of Assessment

To ensure assessments are effective and equitable, they must adhere to the following principles:

### 1. **Validity**

- Assessments must encompass the full range of skills and knowledge required to demonstrate competency.
- They must combine theoretical knowledge and practical application.
- Judgements should be based on evidence gathered from various occasions and contexts.

### 2. **Reliability**

- Assessments must be consistent and produce reliable results over time.
- Regular reviews are necessary to maintain consistency.
- Assessors must adhere to national competency standards to ensure reliability.

### 3. **Flexibility**

- Assessments should accommodate both on-the-job and off-the-job components where feasible.
- They must recognise various ways in which knowledge, skills, and attitudes are acquired.
- Accessible through multiple delivery modes, assessments should support learners in achieving competencies.
- The assessment process should be mutually agreed upon between the assessor and the learner.
- Mechanisms must be in place to allow for reassessment in cases of challenge.

### 4. **Fairness**

- Assessments must consider the individual needs of the learner.
- Reasonable adjustments should be made where appropriate to cater to specific needs.

## Rules of Evidence

When collecting evidence, certain rules apply to ensure its adequacy. All evidence must be valid, sufficient, authentic, and current.

### 1. **Validity**

- The evidence must align with the requirements of the unit of competency.
- It should reflect the type of performance required, covering knowledge, skills, and attitudes.

### 2. **Sufficiency**

- There must be enough evidence to cover all aspects of the unit of competency.
- The quantity of evidence should be adequate to substantiate the learner's competence.

### 3. **Authenticity**

- The assessor must confirm that the evidence is genuinely the learner's own work.
- Authentic evidence ensures that the skills and knowledge demonstrated are attributable to the learner.

### 4. **Currency**

- The evidence must be recent and relevant to the current abilities of the learner.
- Currency ensures that the evidence reflects the learner's present competence.



## Using Benchmark Answers and Performance Criteria

### Purpose of Benchmark Answers

Benchmark answers, also known as model answers, serve as a guideline for assessors to evaluate the performance and competency of learners. These benchmarks provide a clear standard for the expected responses, ensuring consistency and fairness in the assessment process.

### Importance of Flexibility

While benchmark answers provide a framework for evaluation, it is essential to remain flexible in assessing learners' responses. Each learner may demonstrate their competency in different ways, and it is crucial to recognize and value diverse approaches to problem-solving and task completion.

### Guidelines for Assessors:

1. Use the benchmark answers as a reference point to gauge the correctness and completeness of learners' responses.
2. Consider the context and rationale behind each learner's answer. If the response differs from the benchmark answer but demonstrates a thorough understanding and meets the performance criteria, it should be deemed satisfactory.
3. Evaluate each task holistically, taking into account the learner's ability to apply knowledge and skills in a practical setting.

## Plagiarism and Copyright

### Plagiarism

Plagiarism is the act of presenting someone else's work or ideas as your own, without proper acknowledgment. This can include copying text, images, or other content from any source without appropriate citation.

- **sRTO 2015 Clause 1.5:** To uphold the integrity of the educational process and ensure fairness for all learners, plagiarism is strictly prohibited. Learners are expected to submit their own work and provide proper citations when referencing the work of others. Instances of plagiarism will be thoroughly investigated, and appropriate action will be taken in accordance with our academic integrity policy.
- **sRTO 2015 Clause 1.6:** All assessment tasks must be the learner's own work. Collaborative work is only permitted if explicitly stated in the assessment instructions. Learners must understand that submitting plagiarized work is a violation of our assessment policies and may result in disciplinary action, including but not limited to failing the assessment task or the entire unit.
- **sRTO 2015 Clause 1.7:** In cases where plagiarism is detected, assessors are required to follow a consistent process for handling and reporting the incident. This includes documenting the instance of plagiarism, informing the learner, and providing an opportunity for the learner to respond. Consequences for confirmed cases of plagiarism will be applied as per our academic integrity guidelines.

### Copyright

All materials provided to learners, including but not limited to workbooks, handouts, and digital resources, are protected by copyright laws. Learners are granted a license to use these materials solely for their personal study and completion of assessment tasks.

- **sRTO 2015 Clause 6.1:** Learners must respect the copyright of all materials provided. Unauthorized reproduction, distribution, or transmission of any part of the copyrighted materials, by any means including photocopying, recording, or other electronic or mechanical methods, is prohibited without prior written permission from the copyright owner. This includes use by any other RTO or training provider.

## Consequences of Plagiarism and Copyright Infringement

Violations of the plagiarism and copyright policies will result in serious consequences. These may include:

- Failing the assessment task or unit.
- Being required to resubmit the assessment task.
- Receiving a formal warning.
- Being subject to disciplinary actions as per the RTO's policies.

Learners are encouraged to seek clarification from their assessors if they are unsure about what constitutes plagiarism or copyright infringement. Adhering to these guidelines ensures a fair and equitable learning environment for all.

## Reasonable Adjustments

Reasonable adjustment in VET refers to the tailored modifications made to the learning environment or training delivery to support learners with disabilities. These adjustments ensure that all learners have equal access to educational opportunities, enabling them to participate fully and complete their assessments.

### Importance of Reasonable Adjustment

The purpose of making reasonable adjustments is to provide equitable learning conditions for learners with disabilities, ensuring they have:

- Equal access to learning opportunities and resources
- The ability to participate in assessments on an equal footing with other learners

### Implementing Reasonable Adjustment

Examples of reasonable adjustments that can be made in teaching, learning, and assessment include:

- Adapting learning materials and assessment tasks to accommodate the specific needs of learners
- Altering the delivery method of content, such as using different media formats
- Providing additional support services, including tutoring and mentoring
- Utilising assistive technologies to aid learning and assessment
- Ensuring all information and materials are accessible from the start of the course and throughout its duration
- Regularly reviewing and adjusting support measures to ensure they continue to meet the needs of the learner

## Context of Assessment

To successfully complete the assessments in this workbook, learners must have access to several resources and environments that support their learning and evaluation. The conditions under which assessments are conducted are crucial to ensuring that they accurately measure the competency of the learners.

Learners will need the following to complete their assessments:

- **Learning Materials:** All relevant course materials and resources provided as part of the training program.
- **Internet Access:** Reliable internet connection for accessing online resources, research, and potentially submitting assessments.
- **Workplace or Similar Environment:** Access to a real or simulated workplace environment to undertake practical assessments.

## Contextualising the Assessment

Some units of competency are designed to be used across a number of qualifications and a range of industry sectors. Delivery and assessment may need to be contextualised to meet the individual requirements of the industry, the workplace, and the cohort of learners. Contextualising assessment can be challenging. To assist you in making informed decisions on the outcomes of your learners, this assessor guide contains the benchmark answers and a mapping guide.

The assessments contain performance criteria and knowledge and performance evidence that the learner should be displaying. If you are unsure whether they are displaying the relevant information, you should refer to the benchmark answers and mapping guide.

If you determine that the learner has not displayed the performance criteria or knowledge and performance evidence in one form of their assessment, it doesn't mean they are to receive a 'not yet competent' for the unit.

Use the mapping guide to locate the performance criteria, foundation skills, and knowledge and performance evidence that you believe the learner hasn't adequately met. Check to see what other forms of assessment assess the same information. If the performance criteria are being met satisfactorily, the learner may still achieve overall competency.

This is particularly important with the questioning. Answering one or more questions incorrectly doesn't necessarily mean the learner fails the questioning checklist. The assessor must reference the mapping guide and other forms of assessment for the criteria being met.

A result of 'competent' or 'not yet competent' is determined for the unit as a whole. Individual parts of the assessment can be satisfactory or not satisfactory. When all parts are satisfactory, the learner can be deemed competent for the unit.

## Contextualising the Assessment Tools

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

We highly recommend that your RTO contextualises the assessment tools before using them.

You must contextualise the assessment tools to suit:

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

## Contextualising for your State/Territory

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

Should your RTO intend to use this assessment tool for learners from your state/territory, we recommend you:

- Access and review the legislation and industry requirements applicable in your state/territory.
- Update assessments and benchmark answers to reflect the legislation and industry requirements applicable in your state/territory.
- When contextualising assessment tools, ensure that you retain the integrity of the assessment and the outcomes of the unit of competency.

## Summary of the Assessment

This workbook employs a variety of assessment methods to evaluate the competencies of the learners. The methods used include:

### 1. **Knowledge Assessments**

These assessments consist of a set of questions designed to test the learner's general knowledge and understanding of the theoretical aspects of the unit. They may include both general and workplace-specific questions.

### 2. **Practical Assignments**

These are a series of written practical tests that assess the learner's practical knowledge and application of skills. The assignments are designed to mirror real-world tasks and scenarios that the learner will encounter in the workplace.

### 3. **Case Studies**

Case studies involve detailed examination of specific scenarios or problems relevant to the unit of competency. Learners are required to analyse the case, identify issues, and propose solutions.



## About the Unit

This unit describes the skills and knowledge required to recognise and respond to life-threatening emergencies in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.

This unit applies to all persons who may be required to provide an emergency response in a range of situations, including community and workplace settings.

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

### **HLTAID011 – Provide first aid**

- Respond to an emergency situation
- Apply appropriate first aid procedures
- Communicate details of the incident
- Review the incident

**More details of the unit of competency can be seen in the TGA website:**

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

## HLTAID011 Assessment

The purpose of this assessment is to evaluate the knowledge, skills, and competencies of individuals in providing first aid to determine their level of proficiency and readiness. This assessment aims to provide valuable insights into the strengths and areas for improvement of candidates, inform instructional strategies, and support decision-making processes, ultimately contributing to personal and professional growth. The assessment aligns with established learning objectives and standards, fostering accountability and ensuring that candidates are well-prepared to apply their knowledge and skills effectively in real-world situations.

The assessment for this unit has been divided into 2 parts:

1. Knowledge Assessment
2. Practical Assessment

## Assessor Instructions

A person who is appropriately qualified and experienced, in line with the requirements of the unit, must administer the assessment.

Evidence other than that collected through the use of this assessment tool may be considered provided that it is in line with the rules of evidence, the training package requirements and the training organisation's policies and procedures. Any evidence, including evidence gathered through the use of this assessment tool, must follow the rules of evidence in order to be considered as contributing to a learner's demonstration of competency.

Assessors must ensure that the evidence show that the candidates completed the task following relevant regulations, industry standards and organisational processes and procedures. Candidates must demonstrate knowledge and practice of key legal obligations in performing the tasks:

- Work Health and Safety Act 2011
- Work Health and Safety Regulations 2011
- ARC Guidelines
- First Aid Codes of Practice
- Safework Australia

All practical assessments must be undertaken in the workplace or under realistic workplace conditions, which include:

- Access to the following resources:
  - Adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
  - Adrenaline auto-injector training device
  - AED training devices
  - Workplace first aid kit
  - Placebo bronchodilator and spacer device
  - Different types of wound dressings and bandages
  - Blankets and items to treat for shock
  - Personal protective equipment (PPE)
  - Workplace injury, trauma or illness record, or other applicable workplace or site incident report form.
- Timely and consistent completion of assessments reflective of outcomes expected in the workplace.
- Completing assessments regardless of weather conditions and responding appropriately to the environment.
- Acting in accordance with site and safety procedures, requirements and regulations.

Your role as an assessor is crucial in ensuring the assessment is conducted fairly and consistently in alignment with established criteria and standards for **HLTAID011 - Provide first aid**. Your observations and evaluation will determine the outcomes of the candidates.

## Your Responsibilities

- As an assessor, your primary responsibility is to impartially assess the performance and competence of candidates based on the criteria outlined in the assessment documentation.
- Familiarise yourself thoroughly with the assessment criteria, performance standards and learning outcomes relevant to this assessment. Click on the link to know more about requirements for this unit:

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

- Be objective and impartial throughout the assessment process. Do not let personal biases or preferences influence your evaluation.

## Prepare for Assessment

- Ensure that you have all the necessary assessment resources. These may include this assessor guide, assessment instruments, checklists, and other required documentation and equipment.
- Provide clear and concise instructions to candidates regarding the assessment tasks, expectations, safety precautions, and other pertinent procedures.
- You must make sure all required Personal Protective Equipment (PPE) is available, and that all learners are correctly fitted with PPE before the practical assessment begins.
- You should ensure that any faulty or defective equipment intended for the purpose of hazard identification, or equipment checks are secured away from serviceable equipment to prevent an unsafe situation occurring during the test.

## During Assessment

- Interact professionally and respectfully with candidates. Encourage questions and provide clarifications when needed without leading or biasing the assessment.
- Carefully observe candidate performance, making detailed notes and collecting evidence as per the assessment criteria. Document your observations promptly and accurately using provided checklists and records.
- If, at any time during the practical test, any learner acts in a manner that endangers themselves, others, equipment or property, the assessment must be stopped immediately. You are required to identify the dangerous act to the learner and re-schedule the test for a later time.

## Feedback and Reporting

- Provide constructive feedback, emphasising both strengths and areas for improvement. Encourage candidates to seek further guidance if required.
- Use established criteria and model answers to determine whether the candidate's response is 'Satisfactory' or 'Not Yet Satisfactory' or 'Competent' or 'Not Yet Competent'. Provide clear reasons and evidence to support your assessment decisions.
- Maintain the confidentiality of all assessment materials, candidate information, and assessment outcomes as per relevant privacy regulations and institutional policies. Ensure that all assessment data is securely stored and transmitted, preventing unauthorized access or disclosure.

## Assessment Workbook Cover Sheet

Assessment Workbook Cover Sheet			
Unit code and title:	HLTAID011 – Provide first aid		
<b>Learner Information</b>			
Learner's name:			
Contact details:	Phone:		
	Email:		
<p style="text-align: center;">Learner Declaration:</p> <p>By signing the Cover Sheet, I declare that:</p> <ul style="list-style-type: none"> <li>the material I have submitted is my own work.</li> <li>I have kept a copy of all relevant notes and reference material that I used in the production of my work.</li> <li>I have given references for all sources of information that are not my own, including the words, ideas, and images of others.</li> <li>I am aware that there is a policy of checking the validity of qualifications that I submit as evidence as well as the qualifications and experience of parties who verify my performance or observable skills. I give my consent to contact these parties for verification purposes.</li> </ul>			
Learner's signature:			
Date signed:			
<b>Checklist for Assessor</b>			
Assessor's name:			
Is the learner ready for assessment?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Has the assessment process been explained to the learner?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Does the learner understand how evidence is to be collected and submitted?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Have you discussed any special needs or adjustments required for the learner?	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
Assessor's signature:			
Date signed:			

## HLTAID011 Knowledge Assessment

The Knowledge Assessment is a set of general and workplace questions testing your knowledge and understanding of the general theory behind the unit.

**Learner Declaration:** *I have been made aware of my rights and responsibilities as a learner at this institute and agree to be assessed at this time. I declare that the work therein is my own, and that failure to comply with the rules related to assessment will result in this attempt being deemed unsatisfactory, and I may be subject to other disciplinary measures. I have read and understood the learner instructions, and have all the learning materials required to complete the assessment.*

**Learner signature:**

**Date:**

/ /

## Student Instructions

Welcome to the HLTAID011 Knowledge Assessment, an integral part of your training in emergency response and first aid. This assessment is designed to evaluate your theoretical understanding of key principles and practices related to first aid, life support, and casualty management.

Please carefully follow the instructions below to ensure a smooth and successful completion of the assessment.

1. Review all relevant training materials, including textbooks, handouts, and any additional resources provided during the course.
2. Familiarize yourself with the format of the assessment, including the types of questions that will be presented (e.g., multiple-choice, short answer, scenarios).
3. Pay attention to any specific instructions provided for each question.
4. Manage your time wisely during the assessment. Allocate sufficient time for each question based on the assigned marks.
5. Read each question carefully and consider all aspects before providing your response.
6. Clearly indicate your answers, especially in scenarios where multiple responses are required.
7. Ensure that you have completed all sections of the assessment.
8. Double-check your responses before submitting to identify any errors or omissions.
9. Embrace feedback provided by assessors as an opportunity for learning and improvement.
10. Use the assessment results to identify areas where additional study or practical application may be beneficial.

The test is divided into 8 parts. You must select ALL correct answers for each question to be marked Satisfactory.



## Part 1 – AED and Defibrillator

1. An AED should be used when a person is:	
Mapping: HLTAID011 KE3.3 LG Reference: 2.6.1	
✓	Unconscious and does not have a pulse
	Conscious and has difficulty breathing
	Unconscious and has a pulse
	None of the above

2. Problems that may be encountered when placing the pads on a casualty's chest are:	
Mapping: HLTAID011 KE1.3 (p), KE3.3 (p), KE3.4 (p) LG Reference: 2.6.1	
✓	Placing the pads in the wrong position of a person's body
✓	If the pads are inverted when applying the shock
✓	Placing the pads over a pacemaker
✓	Failing to remove excess hair
✓	Perspiration is not removed from below the pads
	None of the above

3. Steps to follow when properly using an AED are:	
Mapping: HLTAID011 KE1.3 (p), KE3.4 (p) LG Reference: 2.6.1	
✓	Turn on the AED
✓	Attach the electrode pads to the correct location on the casualty's bare chest
✓	Continue CPR while the pads are attached
✓	Once the AED is attached, follow the voice/visual prompts
	Ensure that somebody is holding the casualty in the correct position while applying the shocks
	None of the above

4. Safety and maintenance procedures for AEDs include:	
Mapping: HLTAID011 KE3.4 (p) LG Reference: 2.6.1	
✓	Test functionality before use
✓	Follow manufacturer guidance for safe use and maintenance
✓	Inspect AED and pads before use to identify faults
✓	Clean after use and store in a designated location
	None of the above

## Part 2 - Consent and Confidentiality

5. Which of the following are privacy and confidentiality requirements in relation to performing CPR?	
Mapping: HLTAID011 KE1.1 (p), KE1.2 (p), KE1.7 (p), KE2.4 LG Reference: 2.3.1	
✓	Keeping the casualty's identification private and only disclosing to appropriate personnel and organisations
✓	Implementing security measures when providing and storing information relating to the casualty
✓	Confirming a person's identity and access rights to information before passing on a casualty's personal information or information on the incident
	None of the above

6. It is important to try and gain consent from a conscious casualty before administering a first aid response so that:	
Mapping: HLTAID011 KE1.1 (p), KE1.2 (p), KE1.7 (p), KE2.3 (p), LG Reference: 2.4	
✓	people's personal wishes are respected
✓	people's cultural or religious factors are considered and respected
✓	the first aider can identify if the person has a medical management plan in place that has to be followed
✓	the first aider can provide a level of protection to themselves by seeking consent prior to administering first aid
	None of the above

7. A first aider can demonstrate respect to a casualty by:	
Mapping: HLTAID011 KE1.1 (p), KE1.2 (p), KE1.7 (p), KE2.3 (p), KE2.4 LG Reference: 2.3	
✓	Gaining consent from them before administering first aid
✓	Respecting the person's wishes not to receive treatment
✓	Respecting their privacy by shielding their body from the view of others when removing clothing items
	Encouraging the casualty to grant the first aider permission to administer first aid regardless of the casualty's wishes and beliefs
	None of the above

### Part 3- Anatomy

8. Which of the following statements describing the relationship between the respiratory, cardiovascular, and nervous systems are correct?	
Mapping: HLTAID011 KE4.4 (p) LG Reference: 2.1	
✓	The respiratory system brings oxygen in and takes waste out.
✓	The cardiovascular system moves blood and oxygen around.
✓	The nervous system tells organs what to do and when.
✓	All of the three (3) body systems work together to be sure that organs of the body have enough oxygen.
	None of the above

9. Diseases and conditions that affect your breathing can cause respiratory failure. Examples of these diseases include:	
Mapping: HLTAID011 KE4.4 (p), 5.06 (p) LG Reference: 1.1.1	
✓	Lung diseases such as COPD (chronic obstructive pulmonary disease)
✓	Pneumonia
✓	Pulmonary edema
	Cystic fibrosis
	None of the above

10. The external chest wall's main function is to:	
Mapping: HLTAID011 KE4.4 (p) LG Reference: 2.1.1	
✓	aid flexibility in the upper body that aids the process of respiration
✓	provide support to arms and shoulders
✓	protect vital organs such as the heart, liver and lungs
	None of the above

11. The respiratory system of an infant includes:	
Mapping: HLTAID011 KE4.4 (p) LG Reference: 2.1.1	
✓	bronchioles
	heart
✓	lungs
✓	nasal cavity
	oesophagus
✓	trachea
	none of the above

12. Infants have:	
Mapping: HLTAID011 KE4.4 (p) LG Reference: 2.1.1	
✓	relatively small airways compared with adults
✓	relatively small lungs compared with adults
✓	relatively small hearts compared with adults
✓	higher respiratory rates than adults
	None of the above

13. A person's breathing may be affected by:	
Mapping: HLTAID011 KE4.1 (p), KE4.4 (p) LG Reference: 2.1	
✓	Position of their tongue
✓	Damage to their lungs
✓	History of cardiac arrest
✓	Going into shock
	None of the above

14. Which of the following may cause a person to stop breathing completely?	
Mapping: HLTAID011 KE4.1 (p) LG Reference: 2.1	
✓	The person has been sick, and the vomit's blocking their airway.
✓	The person is lying on their back, and their tongue is covering their airway.
	The person has gone into shock.
✓	The person has had a heart attack.
	None of the above

15. Diseases and conditions that affect your breathing can cause respiratory failure. Examples include:	
Mapping: HLTAID011 KE4.1 (p) LG Reference: 2.1	
✓	Conditions that affect the nerves and muscles that control breathing, such as spinal cord injuries, muscular dystrophy and stroke
✓	Damage to the tissues and ribs around the lungs
✓	An injury to the chest can cause this damage
✓	Drug or alcohol overdose
✓	Injuries from inhaling smoke or harmful fumes
	None of the above

## Part 4 – Legislation Procedure/Process

16. A person exercising a duty of care when performing CPR could be said to be:	
Mapping: HLTAID011 KE1.1 (p), KE1.2 (p), KE1.3 (p), KE1.7 (p), 2.1	
LG Reference: Introduction	
✓	Acting reasonably when undertaking the process
✓	Performing CPR activities according to ARC guidelines
✓	Performing CPR activities acted in good faith
	None of the above

17. ARC guidelines recommend that a designated person for providing CPR should undertake refresher training to maintain currency of practice:	
Mapping: HLTAID011 KE1.1 (p), KE1.2 (p), KE1.3 (p), KE1.5, KE1.7 (p), 2.2 (p)	
LG Reference: Introduction	
✓	Every year
	Every two (2) years
	Every three (3) years
	None of the above

18. Based on First Aid Codes of Practice, it's important for first aid providers to:	
Mapping: HLTAID011 KE1.1 (p), KE1.2 (p), KE1.3 (p), KE1.5, KE1.6 (p), KE1.7 (p), 2.2 (p)	
LG Reference: Introduction	
✓	Know the limits of their skills and knowledge so as not to cause further injury by applying procedures they are not trained to provide
✓	Treat casualties with respect
✓	Maintain currency of first aid practice
	None of the above

19. It's important for first aid providers working for an organisation to consistently implement policy and procedure to:	
Mapping: HLTAID011 KE1.1 (p), KE1.6 (p), KE1.7 (p), 2.2 (p) LG Reference: Introduction	
✓	Recognise the limits of their knowledge/ skills/ responsibilities
✓	Protect themselves from legal action resulting from providing first aid
✓	Protect the organisation from legal action resulting from the provision of first aid
	None of the above

20. Health professionals and peak bodies:	
Mapping: HLTAID011 KE1.1 (p), KE1.2 (p), KE1.6 (p), KE1.7 (p) LG Reference: 2.1	
✓	State there is no set recommended duration for providing CPR in all situations
	Recommend CPR to be provided for two (2) minutes in all situations before cessation
	Recommend CPR to be provided for 20 minutes in all situations before cessation
	None of the above

21. Australian State and Territory legislation in relation to a person providing CPR provides protection to the individual if they:	
Mapping: HLTAID011 KE1.01 (p), KE1.05 (p), KE1.06 (p) LG Reference: Introduction	
✓	Act in good faith
✓	Follow ARC guidelines
✓	Act without recklessness
✓	Act with reasonable care and skill
	None of the above



22. It's an industry requirement for first aiders to undertake first aid refresher training:	
Mapping: HLTAID011 KE1.1 (p), KE1.2 (p), KE1.5, KE1.6 (p), KE1.7 (p) LG Reference: Introduction	
	Every year
	Every two (2) years
✓	Every three (3) years
	Every four (4) years
	None of the above

23. When providing first aid to a person, you are required to:	
Mapping: HLTAID011 KE1.1 (p), KE1.2 (p), KE1.6 (p), KE1.7 (p) LG Reference: 2.3	
✓	Reassure the person
✓	Respect their wishes
✓	Be culturally aware
	Tell them anything to get them to agree to your point of view
	None of the above

24. Before providing first aid to a conscious casualty, the first aider should:	
Mapping: HLTAID011 KE1.1 (p), KE1.2 (p), KE1.6 (p), KE1.7 (p) LG Reference: 2.4	
✓	Approach casualty in a calm and respectful manner
✓	Assess need for and employ PPE
✓	Request casualty consent before commencing response
	Inform the casualty that you will provide first aid regardless of whether their consent is gained
✓	Perform a primary survey
✓	Assess the need for assistance/emergency service
	None of the above

25. Safe Work Australia's First Aid in the Workplace Code of Practice includes guidance on:	
Mapping: HLTAID011 KE1.4 (p), KE1.6 (p), KE1.7 (p) LG Reference: 2.2.2	
✓	First aid procedures in the workplace
✓	How to provide first aid in the workplace
✓	Inclusions for workplace first aid kits
✓	Standard precautions for infection control
	None of the above

26. If you identify a need for assistance from emergency services, you should call:	
Mapping: HLTAID011 KE1.1 (p), KE1.2 (p), KE1.6 (p), KE1.7 (p), 3.6 LG Reference: 1.4.1	
	111
✓	000
	999
	101
	None of the above

## Part 5 – Infection Control and Infectious Diseases

27. Which of the following are safe work practices to minimise risks and potential hazards? Ensure...	
Mapping: HLTAID011 KE1.3 LG Reference: 2.1.6	
✓	Proper disposal of contaminants
✓	Use of personal protective equipment
✓	Use of proper lifting techniques and manual handling
✓	Thorough hand washing before and after providing first aid
	None of the above

28. Two (2) types of infection control barrier devices used when providing CPR are:	
Mapping: HLTAID011 KE1.4 (p) LG Reference: 1.2.2	
✓	Flat plastic barrier that lays across the casualty's mouth and nose
✓	Mask shaped like a pear that fits over the casualty's mouth and nose
	Plastic box with an air vent that is placed over the casualty's head to deliver breaths
	Hose that is inserted into the casualty's mouth to deliver breaths
	None of the above

29. Viruses, such as COVID-19, can be spread to a first aider through:	
Mapping: HLTAID011 KE1.3 (p), KE1.4 (p) LG Reference: 1.2.2	
✓	An infected person yawning, coughing or sneezing in the room, and the infected particles are transferred through the air
✓	Transfer of fluids including blood, phlegm and mucous from an infected person to the first aider
✓	Talking close by to an infected person
✓	An infected person coughing or sneezing onto a surface that the first aider may touch
	None of the above

30. Actual and potential risks caused by viruses when providing first aid can be minimised through wearing:	
Mapping: HLTAID011 KE1.3 (p), KE1.4 (p) LG Reference: 1.2.2	
✓	Protective gloves
✓	Eyeglasses
✓	Face mask and face shield
✓	Protective apron/overalls
	None of the above

## Part 6 – Performing CPR

31. The recommended hand position for compressing the chest of adults and children when performing CPR according to the ARC guidelines is placing:	
Mapping: HLTAID011 KE1.1 (p), KE4.2 (p), KE4.3, KE4.4 (p)	
LG Reference: 2.1.4	
✓	Hands on the lower half of the sternum and compress to approximately 1/3 depth of chest
✓	The heel of the hand in the centre of the chest and compress to approximately 1/3 depth of the chest
✓	One hand on top of the other and compress to a depth and compress to approximately 1/3 depth of chest
	Hand just below the collar bone in the middle of the chest and compress to approximately 1/4 depth of the chest
	None of the above

32. According to ARC, before the commencement of CPR on an infant, the infant should be positioned on:	
Mapping: HLTAID011 KE3.1 (p)	
LG Reference: 2.1.2	
	Their side
✓	A firm surface
✓	Their back
	None of the above

33. The compressions on the chest should be:	
Mapping: HLTAID011 KE4.2 (p)	
LG Reference: 2.1.4	
✓	Rhythmic
✓	Applied with equal time for compression and relaxation
	Applied in a rocking motion
	Applied with thumps to the chest
	None of the above

34. According to ARC guidelines, how many compressions should you aim to complete in two minutes when performing CPR on an infant?	
Mapping: HLTAID011 KE3.2 (p), 4.2 (p) LG Reference: 2.1.4	
✓	5 cycles both compressions and ventilations
	6 cycles both compressions and ventilations
	7 cycles both compressions and ventilations
	8 cycles both compressions and ventilations
	None of the above

35. What is the appropriate ratio of compressions to breaths when performing CPR on an infant according to ARC guidelines?	
Mapping: HLTAID011 KE3.2 (p), KE4.2 (p) LG Reference: 2.1.4	
	20:2
✓	30:2
	40:2
	50:2
	None of the above

36. The recommended technique for 'rescue breathing' when performing CPR according to ARC guidelines involves:	
Mapping: HLTAID011 KE3.1 (p) LG Reference: 2.1.3	
✓	Kneeling beside the casualty's head and chest
✓	Open the person's airway by placing one hand on their forehead or the top of their head and the other hand under their chin, tilting the head backward.
✓	Take a breath and cover the person's mouth with your lips, ensuring an airtight seal.
✓	Blow steadily into their mouth for approximately one second, observing their chest for rising.
✓	After the breath, monitor the person's chest, look for the rise of the casualty's chest during each inflation.
	None of the above

37. For rescue breathing during CPR, the first aider should consider giving:	
Mapping: HLTAID011 KE4.2 (p) LG Reference: 2.1.3	
✓	a volume of air to achieve a rise in the person's chest
	the same volume of air to adults and infants
✓	different volumes of air to adults and infants
	None of the above

38. When giving rescue breathing during CPR, the first aider should:	
Mapping: HLTAID011 KE4.2 (p) LG Reference: 2.1.3	
✓	Look for the rise of the casualty's chest during each inflation
	Look for the rise of the casualty's chest every 10th inflation
	None of the above

39. When applying rescue breathing, what are possible reasons why the chest will not rise?	
Mapping: HLTAID011 KE3.1 (p) LG Reference: 2.1.3	
✓	Obstruction in the airway (inadequate head tilt, chin lift, tongue or foreign material)
✓	Insufficient air being blown into the lungs
✓	Inadequate air seal around the mouth and/or nose
	None of the above

40. Following inflation of the lungs, the first aider should:	
Mapping: HLTAID011 KE4.2 (p) LG Reference: 2.1.3	
✓	Lift their mouth from the casualty's mouth
✓	Turn your head towards the casualty's chest
✓	Listen and feel for air being exhaled from the mouth and nose
	Raise the casualty's legs to aid circulation
	None of the above

41. When providing CPR to an adult the correct ratio of compressions to breaths is:	
Mapping: HLTAID011 KE3.2 (p), KE4.2 (p) LG Reference: 2.1.4, 2.1.5	
	35 compressions and five (5) breaths
✓	30 compressions and two (2) breaths
	45 compressions and five (5) breaths
	50 compressions and five (2) breaths
	None of the above

42. A first aider should continue providing CPR until:	
Mapping: HLTAID011 KE3.2 (p), KE4.2 LG Reference: 2.1.5	
✓	Continuing CPR becomes impossible
✓	An emergency or healthcare professional arrives and assumes control of CPR
✓	The casualty recovers or starts breathing normally.
✓	An emergency or healthcare professional instructs you to cease CPR.
	None of the above

43. When providing CPR on an adult, child or infant, over what period of time should you provide five (5) cycles of 30 compressions and two (2) breaths?	
Mapping: HLTAID011 KE3.2 (p), KE4.2 (p) LG Reference: 2.1.4, 2.1.5	
	One (1) minute
✓	Two (2) minutes
	Three (3) minutes
	Four (4) minutes
	None of the above

44. An absence of normal breathing in adults, children or infants can be checked by placing your:	
Mapping: HLTAID011 KE4.1 (p) LG Reference: 2.1.2	
✓	Ear to their mouth
✓	Hand on their mouth
✓	Hand on their chest
	None of the above



45. The position of a person's body who is receiving CPR:	
Mapping: HLTAID011 KE3.1 (p) LG Reference: 2.1.2	
✓	May affect blood circulation and chest compressions
	Does not affect their breathing
✓	May affect the amount of air provided by the first aider entering their body
	None of the above

46. Placing an unconscious person with normal breathing in the recovery position will:	
Mapping: HLTAID011 KE3.1 (p) LG Reference: 2.1.5	
✓	Help ensure they can maintain normal breathing
	Have no impact on their breathing either way
	Enable the first aider to monitor the person's heart rate through observation
	None of the above

47. Which statements are true about the HAINES recovery position?	
Mapping: HLTAID011 KE1.1 (p), KE3.1 (p) LG Reference: 2.1.5	
✓	HAINES means High Arm IN Endangered Spine
	HAINES means Hold Arm IN Enforced Spine
✓	May be used for people with suspected back and neck injuries
	May cause harm to people with suspected back and neck injuries
	None of the above

## Part 7 – CPR Problem Solving/ Post CPR

48. The steps in the chain of survival are:	
Mapping: HLTAID011 KE3.5 LG Reference: 2.7	
✓	Early access
	Early consent
✓	Early CPR
✓	Early Defibrillator
✓	Early advanced care
	None of the above

49. What are available support to rescuers?	
Mapping: HLTAID011 KE2.5 (p) LG Reference: 4.1.1	
✓	Counselling and therapy
✓	Peer support programs
✓	Stress management workshops
✓	Exercise Programs
✓	Resilience Training
	None of the above

50. Why is it important to debrief and employ stress management techniques after responding to a medical emergency? To...	
Mapping: HLTAID011 KE2.5 (p) LG Reference: 4.1.1	
✓	Review practice and receive feedback so to improve future performance
✓	Access support/ counselling services to reduce the likelihood of stress resulting from the first aid response
✓	Protect and maintain the well-being of people who provide first aid
	None of the above

51. What does it mean to employ stress management techniques?	
Mapping: HLTAID011 KE2.5 (p)	
LG Reference: 4.1.1	
✓	Addressing issues that arise during or after the response
✓	Receiving advice and support to maintain mental health
	Achieving organisational quota of staff that has access to support.
	None of the above

## Part 8 - Signs, Symptoms, and Management of Injuries/Conditions

52. Match the following conditions/injuries to their appropriate common signs and symptoms.	
Mapping: HLTAID011 KE5.01 (p) -5.22 (p) LG Reference: 2.2.3, 2.2.3.1-2.2.3.22	
SET A Allergic Reaction Anaphylaxis Asthma Cardiac Conditions Choking Life-threatening bleeding Non-life-threatening bleeding Shock Stroke	
Anaphylaxis	Vomiting; Swelling of the tongue/throat; Dizziness; Abdominal Pain; Difficulty Breathing
Allergic Reaction	Red watery eyes; Swelling in affected area; Runny Nose; Itch sensation around affected area; Tightness in Chest
Asthma	Feeling of Distress or Anxiety; Shortness of Breath; Difficulty talking; Wheezing; Coughing
Non-life-threatening bleeding	Small, shallow wound; Pain around the area; Minor cuts
Life-threatening bleeding	Heavy blood flow from injured area; Dizziness; Pale, cold, sweaty skin
Cardiac Conditions	Chest pains; Sweating; Vomiting; Shortness of breath that last 10-15 minutes or longer; Dizziness that lasts 10-15 minutes or longer
Choking	Panicked Coughing; Casualty clutching their throat; Inability to breathe; Inability to talk
Shock	Fainting or collapsing; Pale or discoloured skin; Cold, sweaty skin; Breathing rapidly; Nausea; Extreme discomfort or pain
Stroke	Sudden weakness in facial muscles and arms; Confusion; Difficulty talking and swallowing; Sudden intense headache; Sudden loss or blurry vision

<p>SET B</p> <p>Burns</p> <p>Diabetes</p> <p>Dislocations</p> <p>Drowning</p> <p>Envenomation</p> <p>Eye Injuries</p> <p>Fractures</p> <p>Sprains</p> <p>Strains</p>	
Burns	Swelling and blisters in affected area; Pain in the affected area; Numbness in the affected area
Diabetes	Unexplained weight loss; Sores or wounds that take a long time to heal; Increased hunger and thirst; Fatigue and blurry vision
Drowning	Casualty's mouth is at water level; Casualty's head is tilted back with mouth open; Panicking; Difficulty breathing
Envenomation	Bite or scratch marks; Vomiting; Nausea and pain; Sudden weakness and blurry vision
Eye Injuries	Watery Eyes; Wounds around the eyes; Distorted or blurry vision; Pain coming from the eye; Sensitivity to bright lights
Fractures	Swelling, bruising, and/or deformity in affected area; Pain in affected area
Dislocations	Swelling, bruising, and/or deformity in affected area; Affected area cannot be moved normally; Loss of power in affected area
Strains	Swelling and bruising, in affected area; Muscle in affected area is tender to touch; Pain in the affected area
Sprains	Swelling and bruising, in affected area; Limited mobility in affected area; Pain in the affected area

<p>SET C</p> <p>Head Injury</p> <p>Hyperthermia</p> <p>Hypothermia</p> <p>Minor wounds</p> <p>Neck Injury</p> <p>Nosebleed</p> <p>Poisoning</p> <p>Seizures</p> <p>Sharps Injuries</p> <p>Spinal Injury</p>	
Head Injury	Vomiting; Confusion or persistent headache that worsens over time; Inability maintain balance; Memory loss; Difficulty sleeping, hearing, and/or talking
Neck Injury	Limited range of neck movement; Muscle spasms; Headaches or dizziness; Pain and/or numbness radiation from shoulders down to hands.
Spinal Injury	Swelling, bruising, and/or deformity in affected area; Affected area cannot be moved normally; Loss of power in affected area; Body is in abnormal position
Hypothermia	Slurred talking; Shivering; Drowsiness; Numbness in the arms or legs; Pale skin; Feeling sluggish
Hyperthermia	Lack of muscle control; Fatigue to the point that the current activity cannot be continued; Dizziness and confusion; Vomiting and Diarrhea
Minor wounds	Break on the surface of the skin; Redness, swelling, and slight pain in affected area
Nosebleed	Bleeding from nostrils; Itching and pain from the nostrils
Seizures	Sudden muscle spasms; Collapsing; Jerky movements; Shallow breathing
Poisoning	Vomiting; Collapsing; Nausea; Abdominal Pain
Sharps Injuries	Sharp protruding from the site; Open wound in the skin; Pain from the affected area

53. A person is demonstrating symptoms of having a heart attack and has fallen unconscious. According to the Australian National Heart Foundation Guidelines, if you suspect an unconscious person has had a heart attack, you should:	
Mapping: HLTAID011 KE5.06 (p) LG Reference: 2.2.3.6	
✓	Immediately apply the principles of DRSABCD
	Do nothing and wait for the ambulance to arrive
	Give the person water to keep them hydrated
	None of the above

54. If a person does not have an Asthma action plan, the usual procedure for responding to a person having an asthma attack:	
Mapping: HLTAID011 KE5.03 (p) LG Reference: 2.2.3.3	
✓	Make the person comfortable
✓	Have the person sit in an upright position
✓	Use a bronchodilator and spacer device (puffer) and give 4 separate puffs – one at a time with 4 deep breaths between each puff
	Give the person and adrenalin shot using an Epi pen
✓	Wait four minutes. If there is little or no improvement give another four puffs one-at-a-time as above
✓	If there is still no improvement, call an ambulance/emergency services
	None of the above

55. A woman has fallen from a stool as she was putting boxes on a shelf. She has landed on a glass that has broken and a piece of glass is lodged in her leg. You should:	
Mapping: HLTAID011 KE5.04 (p), KE5.16 (p), KE5.21 (p) LG Reference: 2.2.3.4	
	Remove the piece of glass from her leg and place a bandage around the wound
	Remove the piece of glass from her leg and do not place a bandage around the wound
✓	Do not remove the glass from her leg and bandage the area where the glass has penetrated the skin
	Do not remove the piece of glass and do not bandage the area where the glass has penetrated the skin
	None of the above

56. A work colleague has a small cut on her leg. A first aider should:	
Mapping: HLTAID011 KE5.04 (p), KE5.16 (p) LG Reference: 2.3.16	
✓	Clean the injured area with sterile gauze soaked in normal saline or clean water.
✓	Apply an appropriate dressing such as a band aid or a non-adhesive dressing held in place with a hypoallergenic tape.
	Apply anti-inflammatory cream to the wound and wrap a non-adhesive dressing held in place with a hypoallergenic tape.
	None of the above



57. A first aider has entered a room where there are people in panic as a colleague has a deep cut on their forearm and appears to be in shock due to life-threatening bleeding. The first aider should:	
Mapping: HLTAID011 KE5.04 (p), KE5.20 (p) LG Reference: 2.2.3.4	
✓	Get the person to apply direct pressure to the wound with their hand or hands to stem the blood flow. If the person can't do it, apply direct pressure yourself.
✓	Apply a dressing or pad and maintain pressure.
	If an object is embedded in the wound, remove it. Apply pressure around the object.
✓	If an object is embedded in the wound, do not remove it. Apply pressure around the object.
	None of the above

58. A first aider enters the lunchroom where she sees a colleague who is choking on a piece of food, she should:	
Mapping: HLTAID011 KE5.07 (p) LG Reference: 2.2.3.7	
✓	Encourage the person to cough.
✓	Loosen any tight clothing.
✓	Give 5 back blows.
✓	Give 5 chest thrusts and alternate between the two.
	Turn the person upside down and repeat the above.
✓	If actions are not effective contact emergency services
	None of the above

59. A first aider enters a room where an infant is choking on a piece of food, he should:	
Mapping: HLTAID011 KE5.07 (p) LG Reference: 2.2.3.7	
✓	Place the infant with their head downwards on your forearm, ensuring that your forearm is supported on your thigh.
✓	Support the infant's head and shoulders with your hand.
✓	Hold the infant's mouth open with your fingers.
✓	Administer 5 back blows.
	Administer 5 chest blows.
✓	Use your outstretched fingers or the heel of one hand to deliver the back blows between the infant's shoulder blades.
✓	Check if the airway obstruction is relieved after each back blow by turning the infant onto their back, opening the mouth, and removing any loose foreign material with your little finger.
✓	Monitor for any signs of deterioration and send for help.
	None of the above

60. A child has been bitten by what they think was an Eastern Brown snake on the leg. The first aider should:	
Mapping: HLTAID011 KE5.10 (p) LG Reference: 2.2.3.10	
✓	Reassure, rest and calm the casualty.
✓	Apply a firm broad pressure bandage over the area of the bite.
	Apply a loose broad pressure bandage over the area of the bite.
✓	Bandage from the toes upwards.
	Bandage from the top of the leg downwards.
✓	Ensure you cover as much of the limb as possible.
✓	When the bandaging is complete, mark on the bandage the location of the bite.
✓	Immobilise the limb.
✓	Contact the national poison information centre or other medical assistance immediately.
	None of the above

61. A colleague has asked for your assistance as another team member has been stung by a bee and is in some distress.	
Mapping: HLTAID011 KE5.10 (p) LG Reference: 2.2.3.10	
✓	Assess casualty and determine the location of the sting.
✓	Advise casualty to remain calm and rest, provide reassurance.
✓	Determine if immobilisation is appropriate.
✓	Remove the barb from the sting by scraping sideways with fingernail or knife.
	Do not remove the barb from the sting by scraping sideways with fingernail or knife.
	Do not apply a cold compress.
✓	Apply a cold compress.
	None of the above

62. An employee has had a severe reaction to eating his lunch and is conscious on the floor.	
Mapping: HLTAID011 KE5.01 (p), KE5.02 (p) LG Reference: 2.2.3.2	
✓	Help the person to lie down
✓	Ask if the person has an auto-injector
✓	Check the auto-injector pen to ensure it is working
✓	Ask if the person if they require assistance to administer the auto injector
✓	Administer the treatment via an auto-injector Epipen or Anapen
✓	Keep patient in a lying position and observe and record pulse and breathing
	Get the person moving and walk around the room ten observe and record pulse and breathing
✓	If no response is forthcoming after 5 minutes a further adrenaline shot may be given
	None of the above

63. A first aider has been asked to provide assistance to a person with severe burns to his/her forearm. The first aider should:	
Mapping: HLTAID011 KE5.05 (p) LG Reference: 2.2.3.5	
✓	Hold the burnt area under cool running water for 20 minutes.
✓	Remove any clothing and jewellery from the burnt area, unless they are stuck to the burn.
✓	Cover the burn with a light, loose non-stick dressing, preferably clean, dry, non-fluffy material.
✓	Continue to check the patient for shock and treat if necessary.
✓	Seek medical assistance.
	None of the above

64. There has been a car accident and you have been asked to assist a casualty with a fracture to the lower arm. The first aider should:	
Mapping: HLTAID011 KE5.12 (p) LG Reference: 2.2.3.12	
✓	Rest and reassure casualty.
✓	Position the casualty appropriate to area of fracture so they are comfortable.
✓	Immobilise injured area by applying padding or support bandage
	Massage the injured area to promote blood flow.
✓	Check the persons pulse every 10 minutes.
	None of the above

65. A first aider has been asked to assist a casualty with a dislocated joint in the shoulders. The first aider should:	
Mapping: HLTAID011 KE5.12 (p) LG Reference: 2.2.3.12	
✓	Check the casualty's airway, breathing, and circulation.
✓	Call triple zero (000) for an ambulance.
✓	Apply a cold compress to the dislocation site to reduce pain and swelling.
✓	Immobilise the affected limb with a splint or sling to prevent further injury
	Check the persons pulse every 10 minutes.
✓	Reassure the casualty and stay with them until the ambulance arrives.
	None of the above

66. A first aider has been asked to provide first aid to a man who has participated in a football match and damaged their knee ligaments. The first aider should:	
Mapping: HLTAID011 KE5.12 (p) LG Reference: 2.2.3.12	
✓	Rest and reassure casualty.
✓	Position casualty so they are comfortable.
✓	Rest the injured part of body.
✓	Apply ice packs for 15 minutes.
	Apply ice packs for 5-10 minutes.
✓	Apply compression by wrapping the injured part with a snug elastic bandage.
	Do not apply a bandage.
✓	Keep the injured part of the body elevated.
	None of the above

67. A first aider has been asked to provide first aid to a man who has participated in a football match and damaged their calf muscle. The first aider should:	
Mapping: HLTAID011 KE5.12 (p) LG Reference: 2.2.3.12	
✓	Check the casualty's airway, breathing, and circulation.
✓	Apply a cold compress to the strain site to reduce pain and swelling.
✓	Rest the affected area.
✓	Elevate the affected area above the level of the heart.
	Lower the affected area below the level of the heart
✓	Compress the affected area with a bandage.
	Do not apply a bandage.
✓	Reassure the casualty and stay with them until they are feeling better.
	None of the above

68. You suspect a conscious person has had a stroke. You should:	
Mapping: HLTAID011 KE5.22 (p)	
LG Reference: 2.2.3.22	
✓	Check if their face has drooped.
✓	Ask them to lift both arms.
	Tell them to drink water to see if they can swallow properly
✓	Check if their speech is slurred.
✓	Determine if they understand what you are saying.
✓	Call triple zero (000).
	None of the above

69. You have been asked to provide a first aid response to a work colleague who suffers from angina. You should:	
Mapping: HLTAID011 KE5.06 (p)	
LG Reference: 2.2.3.6	
✓	Assess the casualty.
✓	Instruct the person to immediately rest in a comfortable position.
✓	Assist the person to locate their own medication for the condition.
✓	Request the person to administer their own medication for the condition.
✓	If the pain is still there five minutes after taking the medication, suggest they take a second dose.
✓	If they're still in pain after another five minutes call emergency services.
	None of the above

70. A person who was drowning at the beach has been brought ashore unconscious. A first aider should respond by:	
Mapping: HLTAID011 KE5.09 (p) LG Reference: 2.2.3.9	
	Sit the person upright and lean them forward to clear the airway.
✓	Turn the person onto their side into the recovery position.
✓	Clear the airway.
✓	Implement DRSABCD.
	Lay the person on their back.
✓	Ask somebody to call for urgent medical assistance.
	None of the above

71. A colleague has inadvertently swallowed a toxic and poisonous substance. The person can still speak. The first aider should:	
Mapping: HLTAID011 KE5.18 (p) LG Reference: 2.2.3.18	
	Try and make the person sick.
✓	Ask the person what and when they swallowed the substance.
	Give the person water to drink immediately.
	Get the person to drink a glass of milk.
	Inform the person to contact their local doctor immediately.
✓	Turn them onto their side in a supported position and open and clear their airway
✓	Monitor their airway & breathing.
	None of the above



72. You have been asked to administer first aid to an unconscious person you suspect of being hypothermic. You should:	
Mapping: HLTAID011 KE5.14 (p) LG Reference: 2.2.3.14	
✓	Check their airway for obstructions and clear if required.
✓	Apply the principles of DRSABCD.
✓	Place insulating material around the person.
✓	Remove wet clothes if adequate shelter and something to keep the person warm is available.
	None of the above

73. A person's eye is swollen and watering and causing them some distress. A first aider should:	
Mapping: HLTAID011 KE5.11 (p) LG Reference: 2.2.3.11	
✓	Sit the patient down looking towards the light and try to locate the particle by examining the eye and lids.
✓	Ask the person to look up, down, left and right.
	Ask the casualty to rub their eyes to try and dislodge the particle.
✓	If you can see the object, try and remove it with a clean damp cloth.
✓	If unable to remove – or can't find the object, provide eye wash with sterile saline or clean water.
✓	If still unable to remove cover with gauze dressing and seek medical assistance.
✓	If there is an object penetrating the eye do not remove – obtain medical assistance as soon as possible.
	None of the above

74. A person has been involved in a car accident and is complaining of a headache and sore neck. You as the first aider suspect a spinal injury and should ask the patient if they:	
Mapping: HLTAID011 KE5.13 (p) LG Reference: 2.2.3.13	
✓	Are aware of any pins and needles, electric shocks or funny feeling in their body
✓	Can move their arms or legs
✓	Can form a fist
	Can walk around the car
	None of the above

75. An employee has had an epileptic seizure in the workplace. You have been asked to provide assistance. After the seizure, the first aider should:	
Mapping: HLTAID011 KE5.19 (p) LG Reference: 2.2.3.19	
✓	Approach casualty in a calm and respectful manner.
✓	Assess need for and employ PPE.
✓	Request casualty consent before commencing response.
✓	Place the casualty in the recovery position.
	Place the casualty on their back.
✓	Perform secondary survey.
✓	Call 000 if the seizure lasts for more than 3 minutes.
	None of the above

76. If a person is suffering from hyperthermia a first aider should respond by:	
Mapping: HLTAID011 KE5.15 (p)	
LG Reference: 2.2.3.15	
✓	Contact emergency services.
✓	Move the casualty to a cool/shady environment.
✓	Moisten the skin with cold water.
✓	Remove all unnecessary clothing.
✓	Apply wrapped ice packs to groin, neck and armpits.
✓	Fan vigorously.
✓	Give water if conscious.
	None of the above

77. A colleague's nose is bleeding. You have been asked to provide first aid. You should:	
Mapping: HLTAID011 KE5.17 (p)	
LG Reference: 2.2.3.17	
	Ask the casualty to breathe through their nose.
	Encourage the casualty to swallow the blood.
	Help the casualty to sit down with their head slightly backwards.
	Pinch the soft part of the casualty's nostrils, just above the bridge of the nose, for at least 10 minutes.
✓	None of the above

78. A child at a party who suffers from diabetes has high blood sugar. You have been asked to provide a first aid response. You should:	
Mapping: HLTAID011 KE5.08 (p) LG Reference: 2.2.3.8	
✓	If the child has medication, ask if they need help administering it.
✓	Help the patient if they request it.
✓	Encourage the patient to drink water.
✓	Seek medical aid if symptoms worsen.
	None of the above

79. A woman was driving down a winding rural road when she lost control of her car, swerving off the pavement and crashing into a tree. Upon reaching the car, you noticed that she was conscious but appeared dazed and disoriented. Her skin was pale and clammy, her breathing was rapid, and her pulse was weak but fast. You see signs of shock. What should you do?	
Mapping: HLTAID011 KE5.20 (p) LG Reference: 2.2.3.20	
✓	If there are no injuries that prohibit movement, and it's safe to do so, lay the person down. If possible, position the person's feet about 12 inches (or 30 centimetres) higher than the head.
✓	Loosen tight clothing and cover the person with a blanket or coat to prevent loss of body heat.
	Offer the person food or drink.
✓	Monitor breathing and consciousness
✓	Stay with the person and reassure them.
	None of the above

80. What are common components of a first aid kit?	
Mapping: HLTAID011 KE1.8	
LG Reference: 2.5.1	
✓	Adhesive dressings and sterile gauze pads
✓	Antiseptic wipes or cream
✓	Cotton swabs
✓	Crepe Bandages
	Defibrillators
✓	Disposable gloves
✓	Pain Relievers
	Prescription medication
✓	Resuscitation Face Shield or Mask
	Scalpel and surgical instruments
✓	Sterile eye pads
	Stretchers
	Syringe and needles
	None of the above

## HLTAID011 Practical Assessment

### Student Instructions

Welcome to the HLTAID011 Practical Assessment. This session is designed to evaluate your ability to apply the theoretical knowledge and skills acquired during your training in real-world scenarios. Please carefully follow the instructions below to ensure a smooth and successful completion of the practical assessment:

1. Ensure that you have all necessary personal protective equipment (PPE) as advised during your training.
2. Listen carefully to any specific instructions provided by your assessor before commencing the tasks.
3. When demonstrating skills, perform each step with precision, according to the principles, procedures, legislation, codes of practice and other assessment conditions and requirements.
4. Communicate clearly as you carry out tasks, especially if verbal communication is part of the skill being assessed.
5. Some assessments may involve scenario-based tasks to simulate real-world situations. Approach scenarios with a focus on applying your knowledge and skills appropriately to address the given situation. Familiarise yourself with any document such as forms, templates procedures, briefs before commencing with the task.
6. If the assessment involves teamwork, collaborate effectively and communicate clearly and confidently with your volunteers or stakeholders.
7. Be prepared to adapt your skills to different situations that may arise during the assessment. Demonstrate your ability to think critically and make decisions under pressure whenever possible.
8. Prioritize safety throughout the assessment. Ensure the safety of yourself, your colleagues, and any simulated casualties. If you are uncertain about any safety aspect, seek clarification from assessors before proceeding.
9. Assessors are tasked observe and evaluate your performance. Follow any guidance or feedback provided by assessors during or after each task.
10. Approach the practical assessment with a professional demeanor, reflecting the standards expected in your field.

## Assessment 1: Manage an unconscious, breathing casualty

Demonstrate managing an unconscious, breathing casualty by performing these steps:

- Read **Case Study 1 Scenario**
- Recognise the emergency situation
- Follow the DRSABCD
- Assuming the casualty regains consciousness, ask for the casualty's permission to be placed in a recovery position
- Monitor the casualty's condition while waiting for medical emergency services to arrive
- Inform the casualty of the medical emergency services' decision
- Report the details of the incident to your supervisor
- Complete and store a written report of the incident

Notes:

- You will need the help of one volunteer for this assessment. Your volunteer must be provided with a copy of the **Case Study 1 Scenario** and must familiarise themselves with the instructions for the volunteer.
- Your assessor will assume the role of controller/call taker.
- Your assessor will also play the role of your supervisor.
- You will be provided with an adult manikin to perform the CPR.

Assessment 1: Manage an unconscious, breathing casualty		
Assessment Checklist:		
Learner manages a casualty who is still breathing yet unconscious by:		
a) Recognising the emergency situation		
Mapping: HLTAID011 PC1.1 LG Reference: 1.1		
Did the learner look for signs of possible emergencies? Assessor Note: Assessor must list the signs of emergencies the learner identified which may include but are not limited to unconsciousness, bleeding, breathing problems, choking, chest pain, allergic reaction.	Y	N
Did the learner perform a primary survey of the situation?	Y	N
b) Ensuring the area is safe for yourself, the casualty, and others		
Mapping: HLTAID011 PC1.2 LG Reference: 1.2		
Did the learner perform an identification of hazard that may put themselves at risk?	Y	N

Did the learner perform an identification of hazard that may put the casualty at more risk?	Y	N
Did the learner perform an identification of hazard that may put other people at risk?	Y	N
Did the learner perform actions to control the identified hazard?	Y	N
c) Assessing the casualty and determining if they are conscious, breathing, or have a pulse		
Mapping: HLTAID011 PC1.3 (p) LG Reference: 1.3		
Did the learner check the casualty for consciousness, breathing, or pulse by gently squeezing casualty's shoulder?	Y	N
Did the learner check the casualty for consciousness, breathing, or pulse by touching or tapping the casualty's cheek?	Y	N
Did the learner check the casualty for consciousness, breathing, or pulse by asking the casualty if they are okay?	Y	N
d) Determining if there is a need for first aid response		
Mapping: HLTAID011 PC1.3 (p) LG Reference: 1.3		
Did the learner check if the casualty needs a first aid response? Assessor Note: Assessor must list the signs the student looked for when assessing the casualty's need for first aid response. This may include, but not limited to, signs of consciousness, abnormal breathing, and bleeding.	Y	N
e) Seeking assistance from emergency services		
Mapping: HLTAID011 PC1.4, PC3.1, PC3.2, PC3.4, PE5.1 LG Reference: 1.3, 3.1, 3.2, 3.4		
Did the learner make a call to triple zero (000) for an ambulance?	Y	N
Did the learner mention the need for any of the following? <ul style="list-style-type: none"> <li>Police</li> <li>Fire and rescue</li> <li>Ambulance</li> </ul>	Y	N
Did the learner provide the accurate location during the call?	Y	N
Did the learner provide a brief and accurate summary of the incident during the call?	Y	N
Did the learner report the incident according to the procedures of their workplace or work site?	Y	N



Did the learner obtain consent from medical emergency services to apply appropriate emergency first aid procedures?	Y	N
Did the learner maintain privacy and confidentiality of information according to statutory or organisational policies?	Y	N
f) Managing the casualty's airways		
Mapping: HLTAID011 PC2.2 LG Reference: 2.2		
i. Properly positioning the casualty		
Did the learner lay the casualty flat on the ground?	Y	N
Did the learner check the casualty's mouth for any obstruction?	Y	N
ii. Removing the obstruction to the airway		
Did the learner tilt the casualty's head backwards?	Y	N
Did the learner turn the casualty's mouth slightly downwards so that foreign materials (if any) can be drained from the casualty's airway?	Y	N
Did the learner clear the foreign material with their fingers?	Y	N
g) Checking the casualty's breathing for no more than 10 seconds		
Mapping: HLTAID011 PC2.2 LG Reference: 2.2		
Did the learner look for normal movement of the chest or upper abdomen of the casualty?	Y	N
Did the learner listen for normal breath sounds from the casualty?	Y	N
Did the learner feel for regular, rhythmic movement of chest or upper abdomen of the casualty?	Y	N
h) Performing at least two minutes of uninterrupted CPR according to ARC guidelines on the adult manikin placed on the floor		
Mapping: HLTAID011 PC2.1, PE1.0 LG Reference: 1.1.1, 2.1		
Did the learner begin CPR with 30 compressions at a rate of 100-120 compressions per minute?	Y	N
Did the learner perform compressions by placing the heel of one hand on top of the other over the lower half of the sternum (breastbone)?	Y	N
Did the learner deliver rescue breaths by placing hand on the casualty's forehead and tilting their head backwards?	Y	N

Did the learner deliver rescue breaths by pinching the soft part of the nose closed or sealing nose with their cheek?	Y	N
Did the learner deliver rescue breaths by opening the casualty's mouth while maintaining chin lift, placing thumb over chin, and supporting the tip of the jaw?	Y	N
Did the learner deliver rescue breaths by placing lips over the casualty's mouth, making sure the casualty's mouth is sealed well, and blowing in the casualty's mouth?	Y	N
Did the learner deliver rescue breaths by turning mouth away from casualty's mouth and watching for chest to fall and listen and feel for breathing?	Y	N
Did the learner give two rescue breaths for every 30 compressions?	Y	N
Did the learner continue compressions and ventilations until five cycles have been completed?	Y	N
i) Attaching an AED and following the AED prompt		
Mapping: HLTAID011 PC2.6 LG Reference: 2.6		
Did the learner ensure it is safe to use an AED?	Y	N
Did the learner open and turn on the AED according to manufacturer's instructions?	Y	N
Did the learner listen for and follow voice prompts according to manufacturer instructions?	Y	N
Did the learner prepare chest by ensuring that chest is dry?	Y	N
Did the learner place one pad on the casualty's right chest wall below the collarbone and the other pad on the casualty's left chest wall below the left nipple?	Y	N
If advised by AED, did the learner check if the casualty is clear?	Y	N
If advised by AED, did the learner clearly call "DO NOT touch the casualty"?	Y	N
If advised by AED, did the learner ensure that nobody is touching the casualty?	Y	N
Did the learner press the Shock button once ensured that nobody is touching the casualty?	Y	N
Did the learner immediately commence CPR for two minutes after each shock then stopping and following the voice/visual prompt, continuing two minutes of CPR after each shock until successful?	Y	N
j) Placing the casualty in the recovery position		

Mapping: HLTAID011 PC2.4 LG Reference: 2.4		
Did the learner obtain consent from the casualty to be placed in the recovery position?	Y	N
Did the learner kneel beside the casualty who is lying down and placing their far arm out at right angles to the body?	Y	N
Did the learner bend the casualty's nearest arm at the elbow and place it across the chest with the fingers close to the far shoulder?	Y	N
Did the learner bend the nearest leg up at right angles to the body?	Y	N
Did the learner gently push the nearest shoulder and bent knee to roll the casualty gently on their side away from them (the learner), ensuring that one knee is kept at right angles and that it is touching the ground?	Y	N
Did the learner rest the casualty's uppermost bent arm across the straight arm and under their chin?	Y	N
k) Monitoring the casualty's condition		
Mapping: HLTAID011 PC2.7 LG Reference: 2.7		
Did the learner check for a pulse after defibrillation?	Y	N
Did the learner check for signs of breathing after defibrillation?	Y	N
l) Acting respectfully toward the casualty while waiting for medical services		
Mapping: HLTAID011 PC2.3 LG Reference: 2.3		
Did the learner listen carefully to what the casualty says?	Y	N
Did the learner explain what they are doing to the casualty for the casualty to be aware of what is happening?	Y	N
Did the learner ask if the casualty needs or wants anything while waiting?	Y	N
m) Informing the casualty that they must be brought to the hospital		
Mapping: HLTAID011 PC2.3 LG Reference: 2.3		
Did the learner act respectfully toward the casualty by asking the casualty if they have any family that they want to get in contact with?	Y	N
Did the learner act respectfully toward the casualty by answering the casualty's questions as best as they can?	Y	N
n) Reporting the details of the incident		

Mapping: HLTAID011 PC3.2, PC3.3, PC3.4

LG Reference: 3.2, 3.3, 3.4

Did the learner report the details of the incident to their supervisor according to workplace or site procedures?	Y	N
Did the learner complete the applicable workplace or site documentation?	Y	N
Did the learner complete an incident report form?	Y	N
Did the learner maintain privacy and confidentiality of information in line with statutory or organisational policies?	Y	N

#### Notes & Observations:

Completion of Assessment

Not  
Satisfactory

☐

Satisfactory

☐

## Assessment 2: Manage an unconscious, non-breathing infant

Demonstrate managing an unconscious, non-breathing infant by performing these steps:

- Read **Case Study 2 Scenario**
- Recognise the emergency situation
- Follow the DRSABCD
- Ask permission from the parent of the infant for the infant to be placed in a recovery position
- Monitor the infant's condition while waiting for medical emergency services to arrive
- Inform the casualty's parent of the medical emergency services' decision

Notes:

- You will need the help of one volunteer for this assessment. Your volunteer must be provided with a copy of the **Case Study 2 Scenario** and must familiarise themselves with the instructions for the volunteer.
- Your assessor will assume the role of controller/call taker.
- You will be provided with an infant manikin to perform the CPR.

Assessment 2: Manage an unconscious, non-breathing infant		
Assessment Checklist:		
Learner manages an infant who stopped breathing and is unconscious by:		
a) Recognising the emergency situation		
Mapping: HLTAID011 PC1.1 LG Reference: 1.1		
Did the learner look for signs of possible emergencies? Assessor Note: Assessor must list the signs of emergencies the learner identified which may include but are not limited to unconsciousness, bleeding, breathing problems, choking, chest pain, allergic reaction.	Y	N
Did the learner perform a primary survey of the situation?	Y	N
b) Ensuring the area is safe for yourself, the casualty, and others		
Mapping: HLTAID011 PC1.2 LG Reference: 1.2		
Did the learner perform an identification of hazard that may put themselves at risk?	Y	N

Did the learner perform an identification of hazard that may put the casualty at more risk?	Y	N
Did the learner perform an identification of hazard that may put other people at risk?	Y	N
Did the learner perform actions to control the identified hazard?	Y	N
c) Assessing the casualty and determining if they are conscious, breathing, or have a pulse		
Mapping: HLTAID011 PC1.3 (p) LG Reference: 1.3		
Did the learner check the casualty for consciousness, breathing, or pulse by gently squeezing casualty's shoulder?	Y	N
Did the learner check the casualty for consciousness, breathing, or pulse by touching or tapping the casualty's cheek?	Y	N
Did the learner check the casualty for consciousness, breathing, or pulse by asking the casualty if they are okay?	Y	N
d) Determining if there is a need for first aid response		
Mapping: HLTAID011 PC1.3 (p) LG Reference: 1.3		
Did the learner check if the casualty needs a first aid response? Assessor Note: Assessor must list the signs the student looked for when assessing the casualty's need for first aid response. This may include, but not limited to, signs of consciousness, abnormal breathing, and bleeding.	Y	N
e) Seeking assistance from emergency services		
Mapping: HLTAID011 PC1.4, PC3.1, PC3.2, PC3.4 LG Reference: 1.3, 3.1, 3.2, 3.4		
Did the learner make a call to triple zero (000) for an ambulance?	Y	N
Did the learner mention the need for any of the following? <ul style="list-style-type: none"> <li>Police</li> <li>Fire and rescue</li> <li>Ambulance</li> </ul>	Y	N
Did the learner provide the accurate location during the call?	Y	N
Did the learner provide a brief and accurate summary of the incident during the call?	Y	N
Did the learner report the incident according to the procedures of their workplace or work site?	Y	N

Did the learner obtain consent from medical emergency services to apply appropriate emergency first aid procedures?	Y	N
Did the learner maintain privacy and confidentiality of information according to statutory or organisational policies?	Y	N
f) Managing the casualty's airways		
Mapping: HLTAID011 PC2.2 LG Reference: 2.2		
i. Properly positioning the casualty		
Did the learner obtain consent from the casualty's parent to properly position the casualty?	Y	N
Did the learner lay the casualty flat on the ground?	Y	N
Did the learner check the casualty's mouth for any obstruction?	Y	N
ii. Removing the obstruction to the airway		
Did the learner keep the casualty's head in a neutral/horizontal position?	Y	N
Did the learner clear the foreign material with their fingers?	Y	N
g) Checking the casualty's breathing for no more than 10 seconds		
Mapping: HLTAID011 PC2.2 LG Reference: 2.2		
Did the learner look for normal movement of the chest or upper abdomen of the casualty?	Y	N
Did the learner listen for normal breath sounds from the casualty?	Y	N
Did the learner feel for regular, rhythmic movement of chest or upper abdomen of the casualty?	Y	N
h) Performing at least two minutes of uninterrupted CPR according to ARC guidelines on an infant manikin placed on a firm surface		
Mapping: HLTAID011 PC2.1, PC2.2, PC2.4, PE3.1 LG Reference: 2.1, 2.2, 2.4		
Did the learner ask for the parent's consent to place the infant manikin on a firm surface (e.g., the floor, a sturdy table, a sturdy bench, etc)?	Y	N
Did the learner use two fingers on the middle of the chest and press the breastbone approximately 1/3 depth of the chest?	Y	N
Did the learner perform compressions at the rate of 100-120 compressions per minute?	Y	N

Did the learner deliver rescue breaths by sealing their mouth over the infant's mouth and nose and give two gentle puffs of air using just enough pressure to cause the chest to gently rise and fall?	Y	N
Did the learner give two rescue breaths for every 30 compressions made at the rate of 100-120 compressions per minute?	Y	N
Did the learner avoid applying pressure to the infant's stomach?	Y	N
Did the learner perform at least two minutes of uninterrupted CPR (five cycles of compressions and ventilations) on the infant manikin according to the ARC guidelines?	Y	N
i) Placing the casualty in the recovery position		
Mapping: HLTAID011 PC2.4 LG Reference: 2.4		
Did the learner obtain consent from the casualty's parent for the infant to be placed in the recovery position?	Y	N
Did the learner try to keep the airway open by holding the infant in his/her arms, on their side with their head lower than the stomach?	Y	N
Did the learner support the infant's head with his/her hand?	Y	N
j) Monitoring the casualty's condition		
Mapping: HLTAID011 PC2.7 LG Reference: 2.7		
Did the learner continuously observe the casualty's breathing by paying attention to the rate, depth, regularity, and noises of their breathing?	Y	N
Did the learner continuously assess for signs of life, including responsiveness, movement, or any changes in the casualty's condition?	Y	N



**Notes & Observations:****Completion of Assessment****Not  
Satisfactory**☐**Satisfactory**☐

### Assessment 3: Manage an unconscious, non-breathing adult

Demonstrate managing an unconscious, non-breathing adult by performing these steps:

- Read **Case Study 3 Scenario**
- Recognise the emergency situation
- Follow the DRSABCD
- Demonstrate a rotation of single rescuer operators with minimal interruptions to compressions
- Respond to regurgitation or vomiting
- Use the Automated External Defibrillator (AED) to deliver at least one shock
- Monitor the casualty's condition while waiting for medical emergency services to arrive
- Inform the casualty of the medical emergency services' decision

Notes:

- You will need the help of two volunteers for this assessment. Your volunteers must be provided with a copy of the **Case Study 3 Scenario** and must familiarise themselves with the instructions for the volunteer.
- Your assessor will assume the role of controller/call taker.
- You will be provided with an adult manikin to perform the CPR.

Assessment 3: Manage an unconscious, non-breathing adult		
Assessment Checklist:		
Learner manages an adult who is not breathing and is unconscious by:		
a) Recognising the emergency situation		
Mapping: HLTAID011 PC1.1 LG Reference: 1.1		
Did the learner look for signs of possible emergencies? Assessor Note: Assessor must list the signs of emergencies the learner identified which may include but are not limited to unconsciousness, bleeding, breathing problems, choking, chest pain, allergic reaction.	Y	N
Did the learner perform a primary survey of the situation?	Y	N
b) Ensuring the area is safe for yourself, the casualty, and others		
Mapping: HLTAID011 PC1.2 LG Reference: 1.2		
Did the learner perform an identification of hazard that may put themselves at risk?	Y	N

Did the learner perform an identification of hazard that may put the casualty at more risk?	Y	N
Did the learner perform an identification of hazard that may put other people at risk?	Y	N
Did the learner perform actions to control the identified hazard?	Y	N
c) Assessing the casualty and determining if they are conscious, breathing, or have a pulse		
Mapping: HLTAID011 PC1.3 (p) LG Reference: 1.3		
Did the learner check the casualty for consciousness, breathing, or pulse by gently squeezing casualty's shoulder?	Y	N
Did the learner check the casualty for consciousness, breathing, or pulse by touching or tapping the casualty's cheek?	Y	N
Did the learner check the casualty for consciousness, breathing, or pulse by asking the casualty if they are okay?	Y	N
d) Determining if there is a need for first aid response		
Mapping: HLTAID011 PC1.3 (p) LG Reference: 1.3		
Did the learner check if the casualty needs a first aid response? Assessor Note: Assessor must list the signs the student looked for when assessing the casualty's need for first aid response. This may include, but not limited to, signs of consciousness, abnormal breathing, and bleeding.	Y	N
e) Seeking assistance from emergency services		
Mapping: HLTAID011 PC1.4, PC3.1, PC3.2, PC3.4 LG Reference: 1.3, 3.1, 3.2, 3.4		
Did the learner make a call to triple zero (000) for an ambulance?	Y	N
Did the learner mention the need for any of the following? <ul style="list-style-type: none"> <li>Police</li> <li>Fire and rescue</li> <li>Ambulance</li> </ul>	Y	N
Did the learner provide the accurate location during the call?	Y	N
Did the learner provide a brief and accurate summary of the incident during the call?	Y	N
Did the learner report the incident according to the procedures of their workplace or work site?	Y	N

Did the learner obtain consent from medical emergency services to apply appropriate emergency first aid procedures?	Y	N
Did the learner maintain privacy and confidentiality of information according to statutory or organisational policies?	Y	N
f) Managing the casualty's airways		
Mapping: HLTAID011 PC2.2 LG Reference: 2.2		
i. Properly positioning the casualty		
Did the learner lay the casualty flat on the ground?	Y	N
Did the learner check the casualty's mouth for any obstruction?	Y	N
ii. Removing the obstruction to the airway		
Did the learner tilt the casualty's head backwards?	Y	N
Did the learner turn the casualty's mouth slightly downwards so that foreign materials (if any) can be drained from the casualty's airway?	Y	N
Did the learner clear the foreign material with their fingers?	Y	N
g) Checking the casualty's breathing for no more than 10 seconds		
Mapping: HLTAID011 PC2.2 LG Reference: 2.2		
Did the learner look for normal movement of the chest or upper abdomen of the casualty?	Y	N
Did the learner listen for normal breath sounds from the casualty?	Y	N
Did the learner feel for regular, rhythmic movement of chest or upper abdomen of the casualty?	Y	N
h) Performing at least two minutes of uninterrupted CPR according to ARC guidelines on the adult manikin placed on the floor		
Mapping: HLTAID011 PC2.1, PE2.1 LG Reference: 2.1, 2.1.3		
Did the learner begin CPR with 30 compressions at a rate of 100-120 compressions per minute?	Y	N
Did the learner perform compressions by placing the heel of one hand on top of the other over the lower half of the sternum (breastbone)?	Y	N
Did the learner deliver rescue breaths by placing hand on the casualty's forehead and tilting their head backwards?	Y	N

Did the learner deliver rescue breaths by pinching the soft part of the nose closed or sealing nose with their cheek?	Y	N
Did the learner deliver rescue breaths by opening the casualty's mouth while maintaining chin lift, placing thumb over chin, and supporting the tip of the jaw?	Y	N
Did the learner deliver rescue breaths by placing lips over the casualty's mouth, making sure the casualty's mouth is sealed well, and blowing in the casualty's mouth?	Y	N
Did the learner deliver rescue breaths by turning mouth away from casualty's mouth and watching for chest to fall and listen and feel for breathing?	Y	N
Did the learner give two rescue breaths for every 30 compressions?	Y	N
Did the learner continue compressions and ventilations until five cycles have been completed?	Y	N
i) Demonstrating minimal interruptions to the delivery of chest compressions during the changeover with the volunteer		
Mapping: HLTAID011 PE2.3 LG Reference: 2.1.3		
Did the learner lead their volunteer to kneel on opposite sides of the casualty?	Y	N
Did the learner call the numbers one to 30 as they compress the casualty's chest?	Y	N
Did the learner indicate to the volunteer when they are ready to change roles?	Y	N
j) Responding to regurgitation or vomiting		
Mapping: HLTAID011 PE2.4 LG Reference: 2.2.3.23		
Did the learner stop the CPR briefly to turn the casualty's head to the side to allow any fluids to drain from their mouth?	Y	N
Did the learner clear the casualty's mouth?	Y	N
Did the learner continue CPR as needed?	Y	N
k) Attaching an AED and following the AED prompt		
Mapping: HLTAID011 PC2.6, PE2.2 LG Reference: 2.6, 2.6.1		
Did the learner ensure it is safe to use an AED?	Y	N

Did the learner open and turn on the AED according to manufacturer's instructions?	Y	N
Did the learner listen for and follow voice prompts according to manufacturer instructions?	Y	N
Did the learner prepare chest by ensuring that chest is dry?	Y	N
Did the learner place one pad on the casualty's right chest wall below the collarbone and the other pad on the casualty's left chest wall below the left nipple?	Y	N
If advised by AED, did the learner check if the casualty is clear?	Y	N
If advised by AED, did the learner clearly call "DO NOT touch the casualty"?	Y	N
If advised by AED, did the learner ensure that nobody is touching the casualty?	Y	N
Did the learner press the Shock button once ensured that nobody is touching the casualty?	Y	N
Did the learner immediately commence CPR for two minutes after each shock then stopping and following the voice/visual prompt, continuing two minutes of CPR after each shock until successful?	Y	N
l) Placing the casualty in the recovery position		
Mapping: HLTAID011 PE2.4 LG Reference: 2.4		
Did the learner obtain consent from the casualty to be placed in the recovery position?	Y	N
Did the learner kneel beside the casualty who is lying down and placing their far arm out at right angles to the body?	Y	N
Did the learner bend the casualty's nearest arm at the elbow and place it across the chest with the fingers close to the far shoulder?	Y	N
Did the learner bend the nearest leg up at right angles to the body?	Y	N
Did the learner gently push the nearest shoulder and bent knee to roll the casualty gently on their side away from them (the learner), ensuring that one knee is kept at right angles and that it is touching the ground?	Y	N
Did the learner rest the casualty's uppermost bent arm across the straight arm and under their chin?	Y	N
m) Monitoring the casualty's condition		
Mapping: HLTAID011 PC2.7 LG Reference: 2.7		

Did the learner check for a pulse after defibrillation?	Y	N
Did the learner check for signs of breathing after defibrillation?	Y	N
n) Acting respectfully toward the casualty while waiting for medical services		
Mapping: HLTAID011 PC2.3 LG Reference: 2.3		
Did the learner listen carefully to what the casualty says?	Y	N
Did the learner explain what they are doing to the casualty for the casualty to be aware of what is happening?	Y	N
Did the learner ask if the casualty needs or wants anything while waiting?	Y	N
o) Informing the casualty that they must be brought to the hospital		
Mapping: HLTAID011 PC2.3 LG Reference: 2.3		
Did the learner act respectfully toward the casualty by asking the casualty if they have any family that they want to get in contact with?	Y	N
Did the learner act respectfully toward the casualty by answering the casualty's questions as best as they can?	Y	N
<b>Notes &amp; Observations:</b>		
<b>Completion of Assessment</b>	<b>Not Satisfactory</b> <input type="checkbox"/>	<b>Satisfactory</b> <input type="checkbox"/>

## Assessment 4: Manage an anaphylactic shock

Demonstrate managing an anaphylactic shock by performing these steps:

- Read **Case Study 4 Scenario**
- Recognise the emergency situation
- Follow the DRSABCD
- Administer an adrenaline auto-injector
- Help the casualty breathe more comfortably
- Monitor the casualty and reassure them while waiting for the emergency services

Notes:

- You will need the help of one volunteer for this assessment. Your volunteer must be provided with a copy of the **Case Study 4 Scenario** and must familiarise themselves with the instructions for the volunteer.
- Your assessor will assume the role of controller/call taker.

Assessment 4: Manage an anaphylactic shock		
Assessment Checklist:		
Learner manages an adult experienced an anaphylactic shock by:		
a) Recognising the emergency situation		
Mapping: HLTAID011 PC1.1 LG Reference: 1.1		
Did the learner look for signs of possible emergencies? Assessor Note: Assessor must list the signs of emergencies the learner identified which may include but are not limited to unconsciousness, bleeding, breathing problems, choking, chest pain, allergic reaction.	Y	N
Did the learner perform a primary survey of the situation?	Y	N
b) Ensuring the area is safe for yourself, the casualty, and others		
Mapping: HLTAID011 PC1.2 LG Reference: 1.2		
Did the learner perform an identification of hazard that may put themselves at risk?	Y	N
Did the learner perform an identification of hazard that may put the casualty at more risk?	Y	N



Did the learner perform an identification of hazard that may put other people at risk?	Y	N
Did the learner perform actions to control the identified hazard?	Y	N
c) Assessing the casualty and determining if they are conscious, breathing, or have a pulse		
Mapping: HLTAID011 PC1.3 (p) LG Reference: 1.3		
Did the learner check the casualty for consciousness, breathing, or pulse by gently squeezing casualty's shoulder?	Y	N
Did the learner check the casualty for consciousness, breathing, or pulse by touching or tapping the casualty's cheek?	Y	N
Did the learner check the casualty for consciousness, breathing, or pulse by asking the casualty if they are okay?	Y	N
d) Determining if there is a need for first aid response		
Mapping: HLTAID011 PC1.3 (p) LG Reference: 1.3		
Did the learner check if the casualty needs a first aid response? Assessor Note: Assessor must list the signs the student looked for when assessing the casualty's need for first aid response. This may include, but not limited to, signs of consciousness, abnormal breathing, and bleeding.	Y	N
e) Positioning the casualty in a more comfortable position		
Mapping: HLTAID011 PC2.4 LG Reference: 2.4		
Did the learner ask the casualty if they are in a comfortable position?	Y	N
Did the learner ask for consent before helping them move to a more comfortable position?	Y	N
f) Seeking assistance from emergency services		
Mapping: HLTAID011 PC1.4, PC3.1, PC3.2, PC3.4 LG Reference: 1.3, 3.1, 3.2, 3.4		
Did the learner make a call to triple zero (000) for an ambulance?	Y	N
Did the learner mention the need for any of the following? <ul style="list-style-type: none"> <li>Police</li> <li>Fire and rescue</li> <li>Ambulance</li> </ul>	Y	N
Did the learner provide the accurate location during the call?	Y	N

Did the learner provide a brief and accurate summary of the incident during the call?	Y	N
Did the learner report the incident according to the procedures of their workplace or work site?	Y	N
Did the learner obtain consent from medical emergency services to apply appropriate emergency first aid procedures?	Y	N
Did the learner maintain privacy and confidentiality of information according to statutory or organisational policies?	Y	N
g) Administering the adrenaline auto-injector to the casualty		
Mapping: HLTAID011 PC2.2, PC2.6, PE4.1 LG Reference: 2.2, 2.2.3.2, 2.6		
Did the learner operate the EpiPen or the AnaPen according to manufacturer instructions?	Y	N
Did the learner record the time the adrenaline auto-injector was administered?	Y	N
h) Helping the casualty breathe comfortably		
Mapping: HLTAID011 PC2.2 LG Reference: 2.2		
Did the learner loosen any tight clothing around the casualty's neck, chest, and waist?	Y	N
Did the learner remove any watches, rings, bracelets, or necklaces that can be affected by the swelling?	Y	N
i) Monitoring the casualty		
Mapping: HLTAID011 PC2.7 LG Reference: 2.7		
Did the learner look for normal movement of the chest or upper abdomen to monitor breathing and pulse?	Y	N
Did the learner listen for normal breath sounds?	Y	N
Did the learner feel for regular, rhythmic movement of chest or upper abdomen to monitor breathing and pulse?	Y	N
Did the learner monitor the casualty and re-administer a new adrenaline auto-injector if the casualty's condition does not improve after five minutes?	Y	N
j) Reassuring the casualty while waiting for emergency response services		
Mapping: HLTAID011 PC2.3		

**LG Reference: 2.3**

Did the learner act respectfully towards the casualty by listening carefully to what they say?	Y	N
Did the learner act respectfully towards the casualty by explaining what you are doing so they are aware of what is happening?	Y	N
Did the learner act respectfully towards the casualty by asking if the casualty needs or wants anything while waiting?	Y	N

**Notes & Observations:**

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**Completion of Assessment****Not  
Satisfactory**☐**Satisfactory**☐

## Assessment 5: Manage an asthma attack

Demonstrate managing an asthma attack by performing these steps:

- Read **Case Study 5 Scenario**
- Reassure the casualty
- Position the casualty in a more comfortable position
- Administer the asthma medication using the 4:4:4 method
- Call the emergency services
- Continue medication until the ambulance arrives

Notes:

- You will need the help of one volunteer for this assessment. Your volunteer must be provided with a copy of the **Case Study 5 Scenario** and must familiarise themselves with the instructions for the volunteer.
- Your assessor will assume the role of controller/call taker.

Assessment 5: Manage an asthma attack		
Assessment Checklist:		
Learner manages an adult experiencing an asthma attack by:		
a) Reassuring the casualty		
Mapping: HLTAID011 PC2.3 LG Reference: 2.3		
Did the learner act respectfully toward the casualty while providing reassurance?	Y	N
Did the learner explain to the casualty what they are doing to make the casualty aware of what is happening?	Y	N
Did the learner not leave the casualty alone?	Y	N
b) Positioning the casualty in a more comfortable position		
Mapping: HLTAID011 PC2.4 LG Reference: 2.4		
Did the learner ask the casualty if they are in a comfortable position?	Y	N
Did the learner ask for consent before helping them move to a more comfortable position?	Y	N
c) Administering asthma medication using the 4:4:4 method?		
Mapping: HLTAID011 PC2.2, PC2.7, PE4.2 LG Reference: 2.2, 2.7		

Did the learner administer the asthma medication using a spacer device, giving four puffs of the blue reliver puffer to the casualty?	Y	N
Did the learner ask the casualty to take four breaths from the spacer?	Y	N
Did the learner monitor the casualty after four minutes has passed from the administration of the asthma medication?	Y	N
Did the learner give four separate puffs after noticing no improvement?	Y	N
d) Seeking assistance from emergency services		
Mapping: HLTAID011 PC1.4, PC3.1, PC3.2, PC3.4 LG Reference: 1.3, 3.1, 3.2, 3.4		
Did the learner make a call to triple zero (000) for an ambulance?	Y	N
Did the learner provide the accurate location during the call?	Y	N
Did the learner provide a brief and accurate summary of the incident during the call?	Y	N
Did the learner report the incident according to the procedures of their workplace or work site?	Y	N
Did the learner maintain privacy and confidentiality of information according to statutory or organisational policies?	Y	N
e) Continuing medication until the ambulance arrives		
Mapping: HLTAID011 PC2.2 LG Reference: 2.2		
Did the learner continue administering asthma medication using the 4:4:4 method until the ambulance arrived?	Y	N
<b>Notes &amp; Observations:</b>		
<b>Completion of Assessment</b>	<b>Not Satisfactory</b> <input type="checkbox"/>	<b>Satisfactory</b> <input type="checkbox"/>

## Assessment 6: Manage a choking incident

Demonstrate managing a choking incident by performing these steps:

- Read **Case Study 6 Scenario**
- Recognise the emergency situation
- Follow the DRSABCD
- Clearing the casualty's airway
- Placing the casualty in a recovery position
- Acting respectfully and monitoring the casualty

Notes:

- You will need the help of one volunteer for this assessment. Your volunteer must be provided with a copy of the **Case Study 6 Scenario** and must familiarise themselves with the instructions for the volunteer.
- Your assessor will assume the role of controller/call taker.

Assessment 6: Manage a choking incident		
Assessment Checklist:		
Learner manages an adult who choked on his food by:		
a) Recognising the emergency situation		
Mapping: HLTAID011 PC1.1 LG Reference: 1.1		
Did the learner look for signs of possible emergencies? Assessor Note: Assessor must list the signs of emergencies the learner identified which may include but are not limited to unconsciousness, bleeding, breathing problems, choking, chest pain, allergic reaction.	Y	N
Did the learner perform a primary survey of the situation?	Y	N
b) Ensuring the area is safe for yourself, the casualty, and others		
Mapping: HLTAID011 PC1.2 LG Reference: 1.2		
Did the learner perform an identification of hazard that may put themselves at risk?	Y	N
Did the learner perform an identification of hazard that may put the casualty at more risk?	Y	N
Did the learner perform an identification of hazard that may put other people at risk?	Y	N

Did the learner perform actions to control the identified hazard?	Y	N
c) Assessing the casualty		
Mapping: HLTAID011 PC1.3 (p) LG Reference: 1.3, 2.2.3.3		
Did the learner ask the casualty to speak or cough?	Y	N
d) Determining if there is a need for first aid response		
Mapping: HLTAID011 PC1.3 (p) LG Reference: 1.3		
Did the learner check if the casualty needs a first aid response? Assessor Note: Assessor must list the signs the student looked for when assessing the casualty's need for first aid response. This may include, but not limited to, signs of consciousness, abnormal breathing, and bleeding.	Y	N
e) Seeking assistance from emergency services		
Mapping: HLTAID011 PC1.4, PC3.1, PC3.2, PC3.4 LG Reference: 1.3, 3.1, 3.2, 3.4		
Did the learner make a call to triple zero (000) for an ambulance?	Y	N
Did the learner mention the need for any of the following? <ul style="list-style-type: none"> <li>• Police</li> <li>• Fire and rescue</li> <li>• Ambulance</li> </ul>	Y	N
Did the learner provide the accurate location during the call?	Y	N
Did the learner provide a brief and accurate summary of the incident during the call?	Y	N
Did the learner report the incident according to the procedures of their workplace or work site?	Y	N
Did the learner obtain consent from medical emergency services to apply appropriate emergency first aid procedures?	Y	N
Did the learner maintain privacy and confidentiality of information according to statutory or organisational policies?	Y	N
f) Clearing the casualty's airway		
Mapping: HLTAID011 PC2.2, PC2.4, PE4.4 LG Reference: 2.2, 2.2.3.7, 2.4		
Did the learner ask for consent from the casualty to help them clear their airway?	Y	N

Did the learner bend the casualty forward?	Y	N
Did the learner use the heel of their hand to give the casualty five slaps on the back between their shoulder blades?	Y	N
g) Checking the casualty's breathing		
Mapping: HLTAID011 PC2.2 LG Reference: 2.2		
Did the learner check for signs of breathing after each back slap?	Y	N
h) Placing the casualty in a recovery position		
Mapping: HLTAID011 PC2.2, PC2.4 LG Reference: 2.2, 2.4		
Did the learner obtain consent from the casualty to be placed in the recovery position?	Y	N
Did the learner kneel beside the casualty who is lying down and placing their far arm out at right angles to the body?	Y	N
Did the learner bend the casualty's nearest arm at the elbow and place it across the chest with the fingers close to the far shoulder?	Y	N
Did the learner bend the nearest leg up at right angles to the body?	Y	N
Did the learner gently push the nearest shoulder and bent knee to roll the casualty gently on their side away from them (the learner), ensuring that one knee is kept at right angles and that it is touching the ground?	Y	N
Did the learner rest the casualty's uppermost bent arm across the straight arm and under their chin?	Y	N
i) Monitoring the casualty's condition		
Mapping: HLTAID011 PC2.7 LG Reference: 2.7		
Did the learner check if the casualty is breathing normally?	Y	N
Did the learner check if there are no remaining obstructions?	Y	N
j) Acting respectfully towards the casualty		
Mapping: HLTAID011 PC2.3 LG Reference: 2.3		
Did the learner listen carefully to what the casualty says?	Y	N
Did the learner explain what they are doing so the casualty is aware of what is happening?	Y	N
Did the learner ask if the casualty needs or wants anything while eating?	Y	N



**Notes & Observations:****Completion of Assessment****Not  
Satisfactory** ☐**Satisfactory** ☐

## Assessment 7: Manage an envenomation using pressure immobilisation

Demonstrate managing envenomation using pressure immobilisation by performing these steps:

- Read **Case Study 7 Scenario**
- Recognise the emergency situation
- Follow the DRSABCD
- Clearing the casualty's airway
- Placing the casualty in a recovery position
- Acting respectfully and monitoring the casualty

Notes:

- You will need the help of one volunteer for this assessment. Your volunteer must be provided with a copy of the **Case Study 7 Scenario** and must familiarise themselves with the instructions for the volunteer.
- Your assessor will assume the role of controller/call taker.

Assessment 7: Manage an envenomation using pressure immobilisation		
Assessment Checklist:		
Learner manages an adult who got bitten by a snake by:		
a) Recognising the emergency situation		
Mapping: HLTAID011 PC1.1 LG Reference: 1.1		
Did the learner look for signs of possible emergencies? Assessor Note: Assessor must list the signs of emergencies the learner identified which may include but are not limited to unconsciousness, bleeding, breathing problems, choking, chest pain, allergic reaction.	Y	N
Did the learner perform a primary survey of the situation?	Y	N
b) Ensuring the area is safe for yourself, the casualty, and others		
Mapping: HLTAID011 PC1.2 LG Reference: 1.2		
Did the learner perform an identification of hazard that may put themselves at risk?	Y	N
Did the learner perform an identification of hazard that may put the casualty at more risk?	Y	N

Did the learner perform an identification of hazard that may put other people at risk?	Y	N
Did the learner perform actions to control the identified hazard?	Y	N
c) Assessing the casualty		
Mapping: HLTAID011 PC1.3 (p) LG Reference: 1.3		
Did the learner assess the patient's pain level, swelling, and redness at the bite site?	Y	N
Did the learner check the patient's vital signs, such as blood pressure, heart rate, and respiratory rate?	Y	N
Did the learner ask the patient about any other symptoms, such as headache, nausea, vomiting, and dizziness?	Y	N
d) Determining if there is a need for first aid response		
Mapping: HLTAID011 PC1.3 (p) LG Reference: 1.3		
Did the learner check if the casualty needs a first aid response? Assessor Note: Assessor must list the signs the student looked for when assessing the casualty's need for first aid response. This may include, but not limited to, signs of consciousness, abnormal breathing, and bleeding.	Y	N
e) Seeking assistance from emergency services		
Mapping: HLTAID011 PC1.4, PC3.1, PC3.2, PC3.4 LG Reference: 1.3, 3.1, 3.2, 3.4		
Did the learner make a call to triple zero (000) for an ambulance?	Y	N
Did the learner mention the need for any of the following? <ul style="list-style-type: none"> <li>Police</li> <li>Fire and rescue</li> <li>Ambulance</li> </ul>	Y	N
Did the learner provide the accurate location during the call?	Y	N
Did the learner provide a brief and accurate summary of the incident during the call?	Y	N
Did the learner report the incident according to the procedures of their workplace or work site?	Y	N
Did the learner obtain consent from medical emergency services to apply appropriate emergency first aid procedures?	Y	N

Did the learner maintain privacy and confidentiality of information according to statutory or organisational policies?	Y	N
f) Checking the casualty's airway		
Mapping: HLTAID011 PC2.2, PC2.4 LG Reference: 2.2, 2.4		
Did the learner obtain consent from the casualty to put the casualty in a proper position?	Y	N
Did the learner lay the casualty flat on the ground?	Y	N
Did the learner check the casualty's airway for swelling and/or obstruction?	Y	N
g) Checking the casualty's breathing for no more than 10 seconds		
Mapping: HLTAID011 PC2.2 LG Reference: 2.2		
Did the learner check the casualty's breathing by looking for normal movement of the chest or upper abdomen?	Y	N
Did the learner check the casualty's breathing by listening for normal breath sounds?	Y	N
Did the learner check the casualty's breathing by feeling for regular, rhythmic movement of chest or upper abdomen?	Y	N
h) Placing the casualty in a recovery position		
Mapping: HLTAID011 PC2.4 LG Reference: 2.4		
Did the learner obtain consent from the casualty to be placed in the recovery position?	Y	N
Did the learner kneel beside the casualty who is lying down and placing their far arm out at right angles to the body?	Y	N
Did the learner bend the casualty's nearest arm at the elbow and place it across the chest with the fingers close to the far shoulder?	Y	N
Did the learner bend the nearest leg up at right angles to the body?	Y	N
Did the learner gently push the nearest shoulder and bent knee to roll the casualty gently on their side away from them (the learner), ensuring that one knee is kept at right angles and that it is touching the ground?	Y	N
Did the learner rest the casualty's uppermost bent arm across the straight arm and under their chin?	Y	N
i) Reassuring the casualty		

Mapping: HLTAID011 PC2.3 LG Reference: 2.3		
Did the learner respectfully provide reassurance to the casualty by listening to what the casualty is saying?	Y	N
Did the learner respectfully provide reassurance to the casualty by explaining what they are doing to the casualty so they are aware of what is happening?	Y	N
j) Managing the snakebite using pressure immobilisation		
Mapping: HLTAID011 PC2.2, PE4.5 LG Reference: 2.2, 2.2.3.10		
Did the learner apply the crepe or conforming roller bandage over the bite area on the limb?	Y	N
Did the learner bandage the whole limb starting from the toes, working upwards and making sure that the entire limb is covered as far as they can go?	Y	N
Did the learner use a pen or marker to mark the bite site when the whole limb has been bandaged?	Y	N
Did the learner immobilise the limb using a splint?	Y	N
Did the learner write the time of the bite and when the bandage was applied?	Y	N
Did the learner stay with the casualty and make sure they do not move while waiting for emergency response services to arrive?	Y	N
k) Monitoring the casualty's condition		
Mapping: HLTAID011 PC2.7 LG Reference: 2.7		
Did the learner periodically check the casualty's breathing for any irregularities, depth of breath, and any noises?	Y	N
Did the learner periodically check the casualty's responsiveness to voice, touch, and pain?	Y	N

**Notes & Observations:****Completion of Assessment****Not  
Satisfactory**☐**Satisfactory**☐

## Assessment 8: Manage a shock

Demonstrate managing an adult experiencing shock by performing these steps:

- Read **Case Study 8 Scenario**
- Reassure the casualty
- Seek assistance from emergency services
- Make the casualty feel comfortable

Notes:

- You will need the help of one volunteer for this assessment. Your volunteer must be provided with a copy of the **Case Study 8 Scenario** and must familiarise themselves with the instructions for the volunteer.
- Your assessor will assume the role of controller/call taker.

Assessment 8: Manage a shock		
Assessment Checklist:		
Learner manages an adult who is experiencing shock by:		
a) Reassuring the casualty		
Mapping: HLTAID011 PC2.3 LG Reference: 2.3		
Did the learner act respectfully towards the casualty while providing reassurance?	Y	N
Did the learner explain to the casualty what they are doing so they become aware of what is happening?	Y	N
b) Seeking assistance from emergency services		
Mapping: HLTAID011 PC1.4, PC3.1, PC3.2, PC3.4 LG Reference: 1.3, 3.1, 3.2, 3.4		
Did the learner make a call to triple zero (000) for an ambulance?	Y	N
Did the learner mention the need for any of the following? <ul style="list-style-type: none"><li>• Police</li><li>• Fire and rescue</li><li>• Ambulance</li></ul>	Y	N
Did the learner provide the accurate location during the call?	Y	N
Did the learner provide a brief and accurate summary of the incident during the call?	Y	N

Did the learner report the incident according to the procedures of their workplace or work site?	Y	N
Did the learner maintain privacy and confidentiality of information according to statutory or organisational policies?	Y	N
c) Making the casualty feel comfortable		
Mapping: HLTAID011 PC2.4, PC2.5 PE4.9 LG Reference: 2.2.3.20, 2.4, 2.5		
Did the learner ask the casualty for consent to be placed in a more comfortable position?	Y	N
Did the learner lay the casualty down, with their head flat and their legs raised above the level of the heart?	Y	N
Did the learner loosen any tight clothing around the casualty's neck, chest, and waist?	Y	N
Did the learner maintain the casualty's body warmth by covering them with blanket or similar covering?	Y	N
Did the learner avoid using a direct heat source to warm the casualty?	Y	N
Did the learner provide water or any clear fluid in small amounts to the casualty?	Y	N
<b>Notes &amp; Observations:</b>		
<b>Completion of Assessment</b>	<b>Not Satisfactory</b> <input type="checkbox"/>	<b>Satisfactory</b> <input type="checkbox"/>



## Assessment 9: Manage musculoskeletal injuries

Demonstrate managing different casualties each with different musculoskeletal injuries by performing these steps:

- Read **Case Study 9 Scenario**
- Reassure the casualty
- Seek assistance from emergency services
- Manage the following injuries using appropriate immobilisation techniques:
  - Fracture
  - Dislocation
  - Sprain
  - Strain
- Report the details to an emergency services personnel

Notes:

- You will need the help of five (5) volunteers for this assessment. Your volunteers must be provided with a copy of the **Case Study 9 Scenario** and must familiarise themselves with the instructions for the volunteer.
- Your assessor will assume the role of controller/call taker.

Assessment 9: Manage musculoskeletal injuries		
Assessment Checklist:		
Learner manages musculoskeletal injuries by:		
a) Reassuring the casualties		
Mapping: HLTAID011 PC2.3 LG Reference: 2.3		
Did the learner act respectfully towards the casualties while providing reassurance?	Y	N
Did the learner explain to the casualties what they are doing so they become aware of what is happening?	Y	N
b) Seeking assistance from emergency services		
Mapping: HLTAID011 PC1.4, PC3.1, PC3.2, PC3.4 LG Reference: 1.3, 3.1, 3.2, 3.4		
Did the learner make a call to triple zero (000) for an ambulance?	Y	N
Did the learner mention the need for any of the following? <ul style="list-style-type: none"><li>• Police</li><li>• Fire and rescue</li></ul>	Y	N

• Ambulance		
Did the learner provide the accurate location during the call?	Y	N
Did the learner provide a brief and accurate summary of the incident during the call?	Y	N
Did the learner report the incident according to the procedures of their workplace or work site?	Y	N
Did the learner obtain consent from medical emergency services to apply appropriate emergency first aid procedures?	Y	N
Did the learner not leave the casualty while calling medical assistance?	Y	N
Did the learner maintain privacy and confidentiality of information according to statutory or organisational policies?	Y	N
c) Managing a fractured forearm by:		
Mapping: HLTAID011 PC2.2, PE4.6 LG Reference: 2.2, 2.2.3.12		
i) Ensuring the casualty is comfortable		
Mapping: HLTAID011 PC2.4 LG Reference: 2.4		
Did the learner ask the casualty if they are feeling comfortable?	Y	N
Did the learner ask for consent from the casualty to be placed in a more comfortable position?	Y	N
Did the learner have the casualty sit in an upright position?	Y	N
ii) Preparing the necessary materials		
Did the learner prepare:		
• Broad and narrow roller bandages?	Y	N
• Triangular bandage?	Y	N
• Padded splint?	Y	N
iii) Checking if the casualty has any other fractures		
Did the learner check for any other part of the casualty's body that is swollen, bruised, or bent?	Y	N
Did the learner check for pain and/or stiffening in other parts of the casualty's body?	Y	N
iv) Immobilising the fracture		
Mapping: HLTAID011 PC2.5		

<b>LG Reference: 2.5</b>		
Did the learner ask the casualty to remain as still as possible?	Y	N
Did the learner support the injured limb and carefully pass the bandage under the natural hollows of the body?	Y	N
Did the learner place a padded splint along the injured limb?	Y	N
Did the learner place a padding between splint and the natural contours of the body and secure it firmly?	Y	N
Did the learner seek the assistance of a volunteer to gently hold the casualty's injured arm?	Y	N
Did the learner apply a full arm sling using the triangular bandage by:		
<ul style="list-style-type: none"> <li>Placing the open triangular bandage between the casualty's chest and the injured arm, with one end of the base length of the bandage over the uninjured shoulder and the other end pointing to the ground?</li> </ul>	Y	N
<ul style="list-style-type: none"> <li>Ensuring the point of the bandage is near the elbow?</li> </ul>	Y	N
<ul style="list-style-type: none"> <li>Raising the injured forearm slightly above the horizontal position?</li> </ul>	Y	N
<ul style="list-style-type: none"> <li>Tying the lower end of the bandage to its upper end in the hollow above the collarbone of the casualty's uninjured side using a reef knot?</li> </ul>	Y	N
<ul style="list-style-type: none"> <li>Bringing the point of the bandage to the front of the elbow of the injured arm and securing it with a safety pin?</li> </ul>	Y	N
<ul style="list-style-type: none"> <li>Checking circulation by applying gentle pressure to the casualty's fingernail?</li> </ul>	Y	N
<b>d) Managing a dislocated shoulder</b>		
<b>Mapping: HLTAID011 PC2.2, PE4.6</b>		
<b>LG Reference: 2.2, 2.2.3.12</b>		
<b>i) Ensuring the casualty is comfortable</b>		
<b>Mapping: HLTAID011 PC2.4</b>		
<b>LG Reference: 2.4</b>		
Did the learner ask the casualty if they are feeling comfortable?	Y	N
Did the learner ask for consent from the casualty to be placed in a more comfortable position?	Y	N
Did the learner have the casualty sit in an upright position?	Y	N
<b>ii) Preparing the necessary materials</b>		
Did the learner prepare:		

• Broad and narrow roller bandages?	Y	N
• Triangular bandage?	Y	N
• Padded splint?	Y	N
iii) Checking if the casualty has any other dislocations		
Did the learner check for any other part of the casualty's body that is swollen, bruised, or bent?	Y	N
Did the learner check for pain and/or stiffening in other parts of the casualty's body?	Y	N
iv) Immobilising the dislocation		
Mapping: HLTAID011 PC2.5 LG Reference: 2.5		
Did the learner ask the casualty to remain as still as possible?	Y	N
Did the learner support the injured limb and carefully pass the bandage under the natural hollows of the body?	Y	N
Did the learner place a padded splint along the injured limb?	Y	N
Did the learner place a padding between splint and the natural contours of the body and secure it firmly?	Y	N
Did the learner seek the assistance of a volunteer to gently hold the casualty's injured arm?	Y	N
Did the learner apply a full arm sling using the triangular bandage by:		
• Placing the open triangular bandage between the casualty's chest and the injured arm, with one end of the base length of the bandage over the uninjured shoulder and the other end pointing to the ground?	Y	N
• Ensuring the point of the bandage is near the elbow?	Y	N
• Raising the injured forearm slightly above the horizontal position?	Y	N
• Tying the lower end of the bandage to its upper end in the hollow above the collarbone of the casualty's uninjured side using a reef knot?	Y	N
• Bringing the point of the bandage to the front of the elbow of the injured arm and securing it with a safety pin?	Y	N
• Checking circulation by applying gentle pressure to the casualty's fingernail?	Y	N
e) Managing a sprained ankle		
Mapping: HLTAID011 PC2.2, PE4.6		

LG Reference: 2.2, 2.2.3.12		
i) Preparing the necessary materials		
Did the learner prepare:		
• An ice compress?	Y	N
• Compression/elastic bandages?	Y	N
ii) Applying the RICE principles of management:		
Mapping: HLTAID011 PC2.5 LG Reference: 2.5		
Did the learner rest the casualty and the injured part?	Y	N
Did the learner apply an ice compress wrapped in a wet cloth for 20 minutes every two hours until the ambulance arrived?	Y	N
Did the learner apply compression bandages firmly but not tightly to the injured area?	Y	N
Did the learner ensure that the bandages do not extend beyond the injured area?	Y	N
Did the learner elevate the injured part to reduce swelling?	Y	N
f) Managing a back strain		
Mapping: HLTAID011 PC2.2, PE4.6 LG Reference: 2.2, 2.2.3.12		
i) Preparing the necessary materials		
Did the learner prepare:		
• An ice compress?	Y	N
• Compression/elastic bandages?	Y	N
ii) Applying the RICE principles of management		
Mapping: HLTAID011 PC2.5 LG Reference: 2.5		
Did the learner rest the casualty and the injured part?	Y	N
Did the learner apply an ice compress wrapped in a wet cloth for 20 minutes every two hours until the ambulance arrived?	Y	N
Did the learner apply compression bandages firmly but not tightly to the injured area?	Y	N
Did the learner ensure that the bandages do not extend beyond the injured area?	Y	N

Did the learner elevate the injured part to reduce swelling?	Y	N
Did the learner check the injured area every 10 minutes for “pinkness”? (“White” appearance indicates frostbite)	Y	N
g) Reporting the details of the incident to the emergency response personnel		
Mapping: HLTAID011 PC3.2, PC3.4 LG Reference: 3.2, 3.4		
Did the learner provide a brief but accurate outline of:		
• The number of people injured?	Y	N
• The names and ages of the casualties?	Y	N
• The condition the casualties were discovered in?	Y	N
• The first aid provided?	Y	N
• Their condition upon arrival of emergency response services personnel?	Y	N
Did the learner maintain privacy and confidentiality of information according to statutory or organisational policies?	Y	N
Did the learner report details of the incident according to workplace procedures?	Y	N
<b>Notes &amp; Observations:</b>		
<b>Completion of Assessment</b>	<b>Not Satisfactory</b> <input type="checkbox"/>	<b>Satisfactory</b> <input type="checkbox"/>

## Assessment 10: Manage incidents of bleeding

Demonstrate managing different casualties each with different bleeding injuries by performing these steps:

- Read **Case Study 10 Scenario**
- Reassure the casualties
- Seek assistance from emergency services
- Manage the following bleeding incidents:
  - Non-life-threatening bleeding
  - Minor wound
  - Nosebleed
- Report the details to an emergency services personnel

Notes:

- You will need the help of four (4) volunteers for this assessment. Your volunteers must be provided with a copy of the **Case Study 10 Scenario** and must familiarise themselves with the instructions for the volunteer.
- Your assessor will assume the role of controller/call taker.

Assessment 10: Manage incidents of bleeding		
Assessment Checklist:		
Learner manages bleeding incidents by:		
a) Reassuring the casualties		
Mapping: HLTAID011 PC2.3 LG Reference: 2.3		
Did the learner act respectfully towards the casualties while providing reassurance?	Y	N
Did the learner explain to the casualties what they are doing so they become aware of what is happening?	Y	N
b) Seeking assistance from emergency services		
Mapping: HLTAID011 PC1.4, PC3.1, PC3.2, PC3.4 LG Reference: 1.3, 3.1, 3.2, 3.4		
Did the learner make a call to triple zero (000) for an ambulance?	Y	N
Did the learner mention the need for any of the following? <ul style="list-style-type: none"><li>• Police</li><li>• Fire and rescue</li><li>• Ambulance</li></ul>	Y	N

Did the learner provide the accurate location during the call?	Y	N
Did the learner provide a brief and accurate summary of the incident during the call?	Y	N
Did the learner report the incident according to the procedures of their workplace or work site?	Y	N
Did the learner obtain consent from medical emergency services to apply appropriate emergency first aid procedures?	Y	N
Did the learner not leave the casualty while calling medical assistance?	Y	N
Did the learner maintain privacy and confidentiality of information according to statutory or organisational policies?	Y	N
c) Managing a non-life-threatening bleeding		
Mapping: HLTAID011 PC2.2, PE4.3		
LG Reference: 2.2, 2.2.3.4		
i) Preparing the necessary materials		
Did the learner prepare:		
• Clean, disposable gloves?	Y	N
• Sterile or clean non-adherent dressings?	Y	N
• Sterile water or saline solution?	Y	N
• Swabs?	Y	N
• Rolled bandage/tape?	Y	N
• Pad?	Y	N
• Disposable bag for soiled dressing, bandages, swabs, etc.?	Y	N
ii) Applying first aid procedures to a non-life-threatening bleeding		
Did the learner wash and dry their hands thoroughly before providing first aid to the casualty?	Y	N
Did the learner wear clean, disposable gloves?	Y	N
Did the learner use a pad and dressing to apply pressure to the wound in order to stop bleeding?	Y	N
Did the learner raise the injured part to slow the flow of blood and encourage clotting when the bleeding has stopped?	Y	N
Did the learner have the other first aid responder maintain pressure on the pad by hand?	Y	N



Did the learner clean the wound by using a swab moistened with sterile water or saline solution?	Y	N
Did the learner clean the wound by swabbing it from inside to outside?	Y	N
Did the learner avoid re-using swabs and use swab for one stroke only?	Y	N
Did the learner dry the wound with a sterile gauze/non-stick dressing?	Y	N
Did the learner cover the wound with non-adherent dressing?	Y	N
iii) Minimising the casualty's shock		
Mapping: HLTAID011 PC2.5 LG Reference: 2.5		
Did the learner act respectfully to what the casualty says?	Y	N
Did the learner explain what they are doing to the casualty so they are aware of what is happening?	Y	N
Did the learner ask if the casualty needs or wants anything while waiting?	Y	N
Did the learner use any available resource and equipment to make the casualty as comfortable as possible?	Y	N
iv) Disposing of materials		
Did the learner dispose of all soiled materials in a plastic bag/trash bag?	Y	N
Did the learner tie the bag tightly?	Y	N
Did the learner remove their gloves?	Y	N
Did the learner wash their hands thoroughly?	Y	N
d) Managing a minor wound with cleaning and dressing		
Mapping: HLTAID011 PC2.2, PE4.7 LG Reference: 2.2, 2.2.3.16		
i) Preparing the necessary materials		
Did the learner prepare:		
• Clean, disposable gloves?	Y	N
• Sterile or clean non-adherent dressings?	Y	N
• Sterile water or saline solution?	Y	N
• Swabs?	Y	N
• Rolled bandage/tape?	Y	N
• Pad?	Y	N
• Disposable bag for soiled dressing, bandages, swabs, etc.?	Y	N

ii) Applying first aid procedures to a minor wound		
Did the learner wash and dry their hands thoroughly before providing first aid to the casualty?	Y	N
Did the learner wear clean, disposable gloves?	Y	N
Did the learner use a pad and dressing to apply pressure to the wound in order to stop bleeding?	Y	N
Did the learner raise the injured part to slow the flow of blood and encourage clotting when the bleeding has stopped?	Y	N
Did the learner have the other first aid responder maintain pressure on the pad by hand?	Y	N
Did the learner clean the wound by using a swab moistened with sterile water or saline solution?	Y	N
Did the learner clean the wound by swabbing it from inside to outside?	Y	N
Did the learner avoid re-using swabs and use swab for one stroke only?	Y	N
Did the learner dry the wound with a sterile gauze/non-stick dressing?	Y	N
Did the learner cover the wound with non-adherent dressing?	Y	N
iii) Disposing of materials		
Did the learner dispose of all soiled materials in a plastic bag/trash bag?	Y	N
Did the learner tie the bag tightly?	Y	N
Did the learner remove their gloves?	Y	N
Did the learner wash their hands thoroughly?	Y	N
e) Managing a nosebleed		
Mapping: HLTAID011 PC2.2, PE4.8 LG Reference: 2.2, 2.2.3.17		
i) Placing the casualty in a more comfortable position		
Mapping: HLTAID011 PC2.4 LG Reference: 2.4		
Did the learner ask for permission from the casualty for them to be placed in a more comfortable position?	Y	N
Did the learner help the casualty sit up straight?	Y	N
Did the learner ensure that the casualty's head is tilted slightly forward?	Y	N
ii) Applying first aid procedures to a nosebleed		

Did the learner wash and dry their hands thoroughly before providing first aid to the casualty?	Y	N
Did the learner wear clean, disposable gloves?	Y	N
Did the learner instruct the casualty to apply pressure on the soft part below the bridge of his nose by pinching their nostrils shut?	Y	N
Did the learner assist the casualty as necessary?	Y	N
Did the learner encourage the casualty to breathe through their mouth?	Y	N
Did the learner place ice compress over the casualty's forehead?	Y	N
Did the learner place ice compresses at each side of the casualty's neck?	Y	N
f) Reporting the details of the incident to the emergency response personnel		
Mapping: HLTAID011 PC3.2, PC3.4 LG Reference: 3.2, 3.4		
Did the learner provide a brief but accurate outline of:		
• The number of people injured?	Y	N
• The names and ages of the casualties?	Y	N
• The condition the casualties were discovered in?	Y	N
• The first aid provided?	Y	N
• Their condition upon arrival of emergency response services personnel?	Y	N
Did the learner maintain privacy and confidentiality of information according to statutory or organisational policies?	Y	N
Did the learner report details of the incident according to workplace procedures?	Y	N
<b>Notes &amp; Observations:</b>		
<b>Completion of Assessment</b>	<b>Not Satisfactory</b> <input type="checkbox"/>	<b>Satisfactory</b> <input type="checkbox"/>

## Assessment 11: Manage a casualty without prior knowledge of casualty's condition

Demonstrate managing a casualty without having knowledge of casualty's condition by:

- Read **Case Study 11 Scenario**
- Reassure the casualties
- Seek assistance from emergency services
- Identifying the casualty's injury or illness
- Providing the appropriate first aid treatment
- Report the details to an emergency services personnel verbally
- Prepare a written report of the incident

Notes:

- You will need the help of one volunteer for this assessment. Your volunteer must be provided with a copy of the **Case Study 11 Scenario** and must familiarise themselves with the instructions for the volunteer.
- Your assessor will assume the role of controller/call taker.
- Your assessor will also play the role of the emergency services personnel.

Assessment 11: Manage a casualty without prior knowledge of casualty's condition		
Assessment Checklist:		
Learner manages a casualty without prior knowledge of casualty's condition by:		
a) Reassuring the casualties		
Mapping: HLTAID011 PC1.1 LG Reference: 1.1		
Did the learner act respectfully towards the casualties while providing reassurance?	Y	N
Did the learner explain to the casualties what they are doing so they become aware of what is happening?	Y	N
b) Recognising the emergency situation		
Mapping: HLTAID011 PC1.1 LG Reference: 1.1		
Did the learner look for signs of possible emergencies?	Y	N
Did the learner perform a primary survey of the situation?	Y	N
c) Ensuring the area is safe for yourself, the casualty, and others		

Mapping: HLTAID011 PC1.2 LG Reference: 1.2		
Did the learner perform an identification of hazard that may put themselves at risk?	Y	N
Did the learner perform an identification of hazard that may put the casualty at more risk?	Y	N
Did the learner perform an identification of hazard that may put other people at risk?	Y	N
d) Assessing the casualty and determining if they are conscious, breathing, or have a pulse		
Mapping: HLTAID011 PC1.3 LG Reference: 1.3		
Did the learner check the casualty for consciousness, breathing, or pulse by gently squeezing casualty's shoulder?	Y	N
Did the learner check the casualty for consciousness, breathing, or pulse by touching or tapping the casualty's cheek?	Y	N
Did the learner check the casualty for consciousness, breathing, or pulse by asking the casualty if they are okay?	Y	N
e) Identifying the casualty's injury or illness		
Mapping: HLTAID011 PE5.1 LG Reference: 1.3.1		
Did the learner determine the casualty's injury or illness by asking about their history?	Y	N
Did the learner determine the casualty's injury or illness by looking at signs?	Y	N
Did the learner determine the casualty's injury or illness by looking at symptoms?	Y	N
f) Determining if there is a need for first aid response		
Mapping: HLTAID011 PC2.2 LG Reference: 2.2		
Did the learner check if the casualty needs a first aid response? Assessor Note: Assessor must list the signs the student looked for when assessing the casualty's need for first aid response. This may include, but not limited to, signs of consciousness, abnormal breathing, and bleeding.	Y	N
g) Positioning the casualty in a more comfortable position		
Mapping: HLTAID011 PC2.4		

LG Reference: 2.4		
Did the learner ask the casualty if they are in a comfortable position?	Y	N
Did the learner ask for consent before helping them move to a more comfortable position?	Y	N
h) Seeking assistance from emergency services		
Mapping: HLTAID011 PC3.4		
LG Reference: 3.4		
Did the learner make a call to triple zero (000) for an ambulance?	Y	N
Did the learner mention the need for any of the following? <ul style="list-style-type: none"> <li>• Police</li> <li>• Fire and rescue</li> <li>• Ambulance</li> </ul>	Y	N
Did the learner provide the accurate location during the call?	Y	N
Did the learner provide a brief and accurate summary of the incident during the call?	Y	N
Did the learner report the incident according to the procedures of their workplace or work site?	Y	N
Did the learner obtain consent from medical emergency services to apply appropriate emergency first aid procedures?	Y	N
Did the learner maintain privacy and confidentiality of information according to statutory or organisational policies?	Y	N
i) Using personal protective equipment		
Mapping: HLTAID011 PE5.2		
LG Reference: 1.2.1		
Did the learner use personal protective equipment, such as face masks, face shields, or sterile gloves?	Y	N
j) Providing appropriate first aid treatment		
Mapping: HLTAID011 PE5.3		
LG Reference: 2.2.2		
Did the learner perform the necessary first aid treatment based on the identified injury or illness?	Y	N
k) Helping the casualty breathe comfortably		
Mapping: HLTAID011 PC2.2		
LG Reference: 2.2		

Did the learner loosen any tight clothing around the casualty's neck, chest, and waist?	Y	N
Did the learner remove any watches, rings, bracelets, or necklaces that can be affected by the swelling?	Y	N
l) Monitoring the casualty		
Mapping: HLTAID011 PC2.7 LG Reference: 2.7		
Did the learner look for normal movement of the chest or upper abdomen to monitor breathing and pulse?	Y	N
Did the learner listen for normal breath sounds?	Y	N
Did the learner feel for regular, rhythmic movement of chest or upper abdomen to monitor breathing and pulse?	Y	N
m) Reassuring the casualty while waiting for emergency response services		
Mapping: HLTAID011 PC2.3 LG Reference: 2.3		
Did the learner act respectfully towards the casualty by listening carefully to what they say?	Y	N
Did the learner act respectfully towards the casualty by explaining what you are doing so they are aware of what is happening?	Y	N
Did the learner act respectfully towards the casualty by asking if the casualty needs or wants anything while waiting?	Y	N
n) Reporting the details of the incident to the emergency response personnel		
Mapping: HLTAID011 PC3.2, PC3.4, PE5.4 LG Reference: 3.1.1, 3.1.2, 3.2, 3.4		
Did the learner provide a brief but accurate outline of:		
• The number of people injured?	Y	N
• The names and ages of the casualties?	Y	N
• The condition the casualties were discovered in?	Y	N
• The first aid provided?	Y	N
• Their condition upon arrival of emergency response services personnel?	Y	N
Did the learner maintain privacy and confidentiality of information according to statutory or organisational policies?	Y	N

Did the learner report details of the incident according to workplace procedures?	Y	N
o) Preparing a written report of the incident?		
Mapping: HLTAID011 PC3.2, PC3.3, PC3.4, PE5.5 LG Reference: 3.2, 3.3, 3.4		
Did the learner accomplish the Incident, Injury, Trauma, and Illness Record?	Y	N
Did the learner maintain privacy and confidentiality of information according to statutory or organisational policies?	Y	N
Did the learner report details of the incident according to workplace procedures?	Y	N
<b>Notes &amp; Observations:</b>		
<b>Completion of Assessment</b>	<b>Not Satisfactory</b> <input type="checkbox"/>	<b>Satisfactory</b> <input type="checkbox"/>



## Assessment 12: Reviewing an incident

Demonstrate reviewing an incident and the first aid response by:

- Read **Case Study 12 Scenario**
- Determine how the incident has psychologically impacted both self and other rescuers
- Determine if help is needed and how to acquire it
- Contribute to the review of the first aid response
- Completing workplace document

Notes:

- You will need the help of one volunteer for this assessment. Your volunteer must be provided with a copy of the **Case Study 12 Scenario** and must familiarise themselves with the instructions for the volunteer.
- You must read the **Post-incident Debriefing Minutes** to know what must be discussed during the meeting.

Assessment 12: Reviewing an incident		
Assessment Checklist:		
Learner reviews an incident and first aid response by:		
a) Recognising the psychological impact of incident on the self and the other rescuers		
Mapping: HLTAID011 PC4.1 LG Reference: 4.1		
Did the learner share their thoughts and emotions about the incident?	Y	N
Did the learner ask the other rescuer about their thoughts and emotions about the incident?	Y	N
Did the learner share how the incident impacted them psychologically?	Y	N
Did the learner ask the other rescuer to share how the incident impacted them psychologically?	Y	N
b) Seeking help when required		
Mapping: HLTAID011 PC4.1 LG Reference: 4.1		
Did the learner assess if they need help with regards to how the incident impacted them psychologically?	Y	N

Did the learner assess if the other rescuer needs help with regards to how the incident impacted them psychologically?	Y	N
Did the learner offer workplace resources that can be used to help manage psychological impact?	Y	N
c) Contributing to the review of the first aid response		
Mapping: HLTAID011 PC4.2, PE5.6 LG Reference: 4.2		
Did the learner share their evaluation of how they responded to the incident?	Y	N
Did the learner ask the other rescuer to share their evaluation of how they responded to the incident?	Y	N
Did the learner share how they can improve their first aid response?	Y	N
Did the learner ask the other rescuer to share how they can improve their first aid response?	Y	N
d) Completing workplace document		
Mapping: HLTAID011 PC3.3 LG Reference: 3.3		
Did the learner accomplish the Post-incident Debriefing Minutes template?	Y	N
<b>Notes &amp; Observations:</b>		
<b>Completion of Assessment</b>	<b>Not Satisfactory</b> <input type="checkbox"/>	<b>Satisfactory</b> <input type="checkbox"/>



## Record of Assessment (For the assessor's use only)

Record of Assessment	
Learner's Name	
RTO Name	
RTO Contact Number/Email	
Assessor's Name	
Unit of Competency	HLTAID011 – Provide first aid

### Knowledge Assessment

The assessor must mark if the learners are *Satisfactory* or *Not Yet Satisfactory* for each item.

	S	NYS
Question 1	<input type="checkbox"/>	<input type="checkbox"/>
Question 2	<input type="checkbox"/>	<input type="checkbox"/>
Question 3	<input type="checkbox"/>	<input type="checkbox"/>
Question 4	<input type="checkbox"/>	<input type="checkbox"/>
Question 5	<input type="checkbox"/>	<input type="checkbox"/>
Question 6	<input type="checkbox"/>	<input type="checkbox"/>
Question 7	<input type="checkbox"/>	<input type="checkbox"/>
Question 8	<input type="checkbox"/>	<input type="checkbox"/>
Question 9	<input type="checkbox"/>	<input type="checkbox"/>
Question 10	<input type="checkbox"/>	<input type="checkbox"/>
Question 11	<input type="checkbox"/>	<input type="checkbox"/>
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Question 28	<input type="checkbox"/>	<input type="checkbox"/>
Question 29	<input type="checkbox"/>	<input type="checkbox"/>

Question 30	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Question 31	<input type="checkbox"/>	<input type="checkbox"/>
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Question 73	<input type="checkbox"/>	<input type="checkbox"/>

Question 74	<input type="checkbox"/>	<input type="checkbox"/>
Question 75	<input type="checkbox"/>	<input type="checkbox"/>
Question 76	<input type="checkbox"/>	<input type="checkbox"/>
Question 77	<input type="checkbox"/>	<input type="checkbox"/>
Question 78	<input type="checkbox"/>	<input type="checkbox"/>
Question 79	<input type="checkbox"/>	<input type="checkbox"/>
Question 80	<input type="checkbox"/>	<input type="checkbox"/>
Question 81	<input type="checkbox"/>	<input type="checkbox"/>

### Practical Assessment

The assessor must mark if the learners are *Satisfactory* or *Not Yet Satisfactory* for each item.

	<b>S</b>	<b>NYS</b>
Assessment 1	<input type="checkbox"/>	<input type="checkbox"/>
Assessment 2	<input type="checkbox"/>	<input type="checkbox"/>
Assessment 3	<input type="checkbox"/>	<input type="checkbox"/>
Assessment 4	<input type="checkbox"/>	<input type="checkbox"/>
Assessment 5	<input type="checkbox"/>	<input type="checkbox"/>
Assessment 6	<input type="checkbox"/>	<input type="checkbox"/>
Assessment 7	<input type="checkbox"/>	<input type="checkbox"/>
Assessment 8	<input type="checkbox"/>	<input type="checkbox"/>
Assessment 9	<input type="checkbox"/>	<input type="checkbox"/>
Assessment 10	<input type="checkbox"/>	<input type="checkbox"/>
Assessment 11	<input type="checkbox"/>	<input type="checkbox"/>
Assessment 12	<input type="checkbox"/>	<input type="checkbox"/>

## Signature Verification Checklist

### Signature Verification Checklist

This checklist will assist you in verifying the authenticity of the signatures provided by the learners in their assessment workbook and evidence submissions.

Carefully read each item and check "Completed" only if you confirm that the item is a true and accurate reflection of the signature verification you have conducted.

Checklist	Completed
I have verified that the signature provided by the learner on the Assessment Workbook Cover Sheet matches the signature on file with the Training Provider.	<input type="checkbox"/>
I confirm that the signature provided by the learner on the Assessment Workbook Cover Sheet is consistent with the signature provided to the Training Provider.	<input type="checkbox"/>
I have verified that all signatures provided by the learner in their evidence submissions are consistent with the signature on file with the Training Provider.	<input type="checkbox"/>

## Appendix

### Assessment 1 – Privacy and Confidentiality Policy and Reporting Requirements Information

Privacy and confidentiality requirements	
Policy for maintaining privacy of information relevant to emergencies	
Name of policy	
Brief description	
Brief outline of one relevant procedure in the policy	
Legislation for maintaining the privacy of information	
Name of legislation	
Brief description	
Policy for maintaining confidentiality of information relevant to emergencies	
Name of policy	
Brief description	



Brief outline of one relevant procedure in the policy	
---	--

Legislation for maintaining the confidentiality of information	
Name of legislation	
Brief description	

Reporting requirements	
Coverage of reporting procedure	<input type="checkbox"/> Workplace
	<input type="checkbox"/> Site
Brief outline of reporting procedures	

## Assessment 1 – Incident, Injury, Trauma, and Illness Record

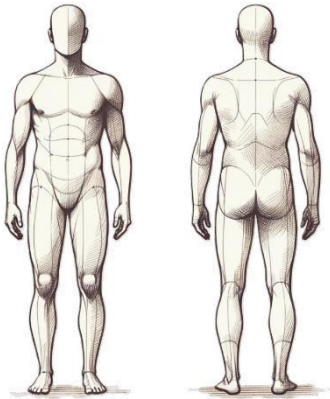
Details of person completing this record		
Name		
Position		
Date and time record was made		
Signature (must be handwritten)		

Casualty details		
Casualty's name		
Age		
Gender <i>Identify the casualty's gender</i>	<input type="checkbox"/> Male	<input type="checkbox"/> Female

Incident details			
Incident date and time			
Incident location			
Name of witness			
Signature of witness (must be handwritten)		Date signed:	
General activity at the time of the incident			
<input type="checkbox"/> Incident	<input type="checkbox"/> Injury	<input type="checkbox"/> Trauma	<input type="checkbox"/> Illness
Description of general activity			

Cause of incident/injury/trauma/illness	
Circumstances surrounding any illness, including any apparent symptoms	

Indicate on the diagram the part of the body affected:

	<input type="checkbox"/> Abrasion/Scrape <input type="checkbox"/> Allergic reaction (not anaphylaxis) <input type="checkbox"/> Amputation <input type="checkbox"/> Anaphylaxis <input type="checkbox"/> Asthma/respiratory <input type="checkbox"/> Bite wound <input type="checkbox"/> Bruise <input type="checkbox"/> Broken bone/fracture/dislocation <input type="checkbox"/> Burn/sunburn <input type="checkbox"/> Choking <input type="checkbox"/> Concussion <input type="checkbox"/> Crush/jam <input type="checkbox"/> Cut/open wound <input type="checkbox"/> Drowning (non-fatal) <input type="checkbox"/> Electric shock	<input type="checkbox"/> Eye injury <input type="checkbox"/> Infectious disease (including gastrointestinal) <input type="checkbox"/> High temperature <input type="checkbox"/> Ingestion/inhalation/insertion <input type="checkbox"/> Internal injury/Infection <input type="checkbox"/> Poisoning <input type="checkbox"/> Rash <input type="checkbox"/> Respiratory <input type="checkbox"/> Seizure/unconscious/convulsion <input type="checkbox"/> Sprain/swelling <input type="checkbox"/> Stabbing/piercing <input type="checkbox"/> Tooth <input type="checkbox"/> Venomous bite/sting <input type="checkbox"/> Other (please specify):
--	--	---

### Action taken

Details of action taken (including first aid, administration of medication, etc):

Did emergency services arrive?

Was medical attention sought from a registered practitioner/hospital?

If you answered yes to either of the above, provide details:

Have any steps been taken to prevent or minimise this type of incident in the future?

Additional notes:

## Assessment 11 – Incident, Injury, Trauma, and Illness Record

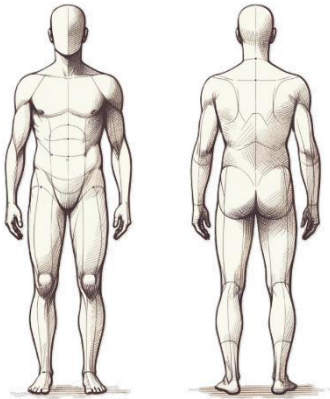
Details of person completing this record		
Name		
Position		
Date and time record was made		
Signature (must be handwritten)		

Casualty details		
Casualty's name		
Age		
Gender <i>Identify the casualty's gender</i>	<input type="checkbox"/> Male	<input type="checkbox"/> Female

Incident details			
Incident date and time			
Incident location			
Name of witness			
Signature of witness (must be handwritten)		Date signed:	
General activity at the time of the incident			
<input type="checkbox"/> Incident	<input type="checkbox"/> Injury	<input type="checkbox"/> Trauma	<input type="checkbox"/> Illness
Description of general activity			

Cause of incident/injury/trauma/illness	
Circumstances surrounding any illness, including any apparent symptoms	

Indicate on the diagram the part of the body affected:

	<input type="checkbox"/> Abrasion/Scrape <input type="checkbox"/> Allergic reaction (not anaphylaxis) <input type="checkbox"/> Amputation <input type="checkbox"/> Anaphylaxis <input type="checkbox"/> Asthma/respiratory <input type="checkbox"/> Bite wound <input type="checkbox"/> Bruise <input type="checkbox"/> Broken bone/fracture/dislocation <input type="checkbox"/> Burn/sunburn <input type="checkbox"/> Choking <input type="checkbox"/> Concussion <input type="checkbox"/> Crush/jam <input type="checkbox"/> Cut/open wound <input type="checkbox"/> Drowning (non-fatal) <input type="checkbox"/> Electric shock	<input type="checkbox"/> Eye injury <input type="checkbox"/> Infectious disease (including gastrointestinal) <input type="checkbox"/> High temperature <input type="checkbox"/> Ingestion/inhalation/insertion <input type="checkbox"/> Internal injury/Infection <input type="checkbox"/> Poisoning <input type="checkbox"/> Rash <input type="checkbox"/> Respiratory <input type="checkbox"/> Seizure/unconscious/convulsion <input type="checkbox"/> Sprain/swelling <input type="checkbox"/> Stabbing/piercing <input type="checkbox"/> Tooth <input type="checkbox"/> Venomous bite/sting <input type="checkbox"/> Other (please specify):
--	--	---

### Action taken

Details of action taken (including first aid, administration of medication, etc):

Did emergency services arrive?

Was medical attention sought from a registered practitioner/hospital?



If you answered yes to either of the above, provide details:

Have any steps been taken to prevent or minimise this type of incident in the future?

Additional notes:

## Assessment 12 – Post-incident Debriefing Minutes

Details of the meeting	
Date and time of meeting	
Location	
Facilitator	
Attendee/s	

Meeting Summary
Agenda 1: Thoughts and emotions about the incident
Agenda 2: Psychological impact of the incident
Agenda 3: Necessity of help
Agenda 4: Evaluation of first aid response
Agenda 5: Suggestions for improving first aid response

