



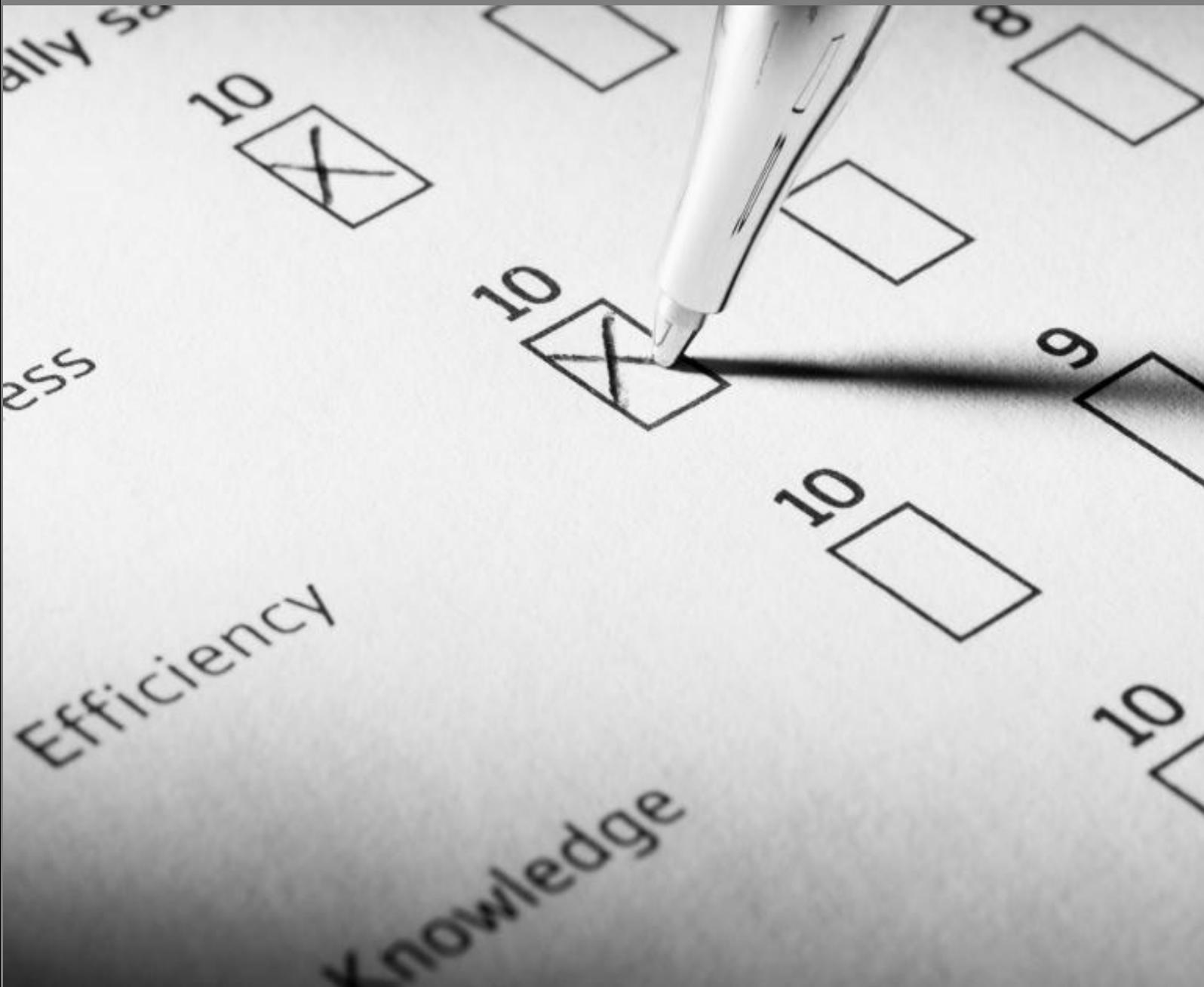
Perform Basic First Aid Procedures

D1.HRS.CL1.12

D1.HOT.CL1.12

D2.TCC.CL1.15

Assessor Manual



Perform Basic First Aid Procedures

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Assessor Manual



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for foods, tourism
& hospitality

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The Association of Southeast Asian Nations (ASEAN) was established on 8 August 1967. The Member States of the Association are Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand and Viet Nam.

The ASEAN Secretariat is based in Jakarta, Indonesia.

General Information on ASEAN appears online at the ASEAN Website: www.asean.org.

All text is produced by William Angliss Institute of TAFE for the ASEAN Project on "Toolbox Development for Priority Tourism Labour Division".

This publication is supported by the Australian Government's aid program through the ASEAN-Australia Development Cooperation Program Phase II (AADCP II).

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File name: AM_Perform_basic_first_aid_proc_refined

Table of Contents

Competency Based Assessment (CBA) – An introduction for assessors.....	1
Competency Standard	11
Oral Questions	17
Written Questions	21
Answers to Written Questions	27
Observation Checklist	33
Third Party Statement	37
Competency Recording Sheet	39

Competency Based Assessment (CBA) – An introduction for assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested assessment methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative assessment methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

- a) The nature of the unit
- b) The strengths of participants
- c) The number of participants in the class
- d) Time required to complete assessments
- e) Time dedicated to assessment
- f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Log books
- Projects and Role plays

- Group projects
- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of assessment methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects
- Third Party Statement
- Observation Checklist.

Assessing competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)
- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

- a) Undertake further training or instruction
- b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework
- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)
- Skills auditing
- Gap analysis and training
- Credit transfer.

Code of practice for assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them
- Candidates with assurance of the standards of practice expected of assessors
- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity
- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary
- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes

- The rights of the candidate are protected during and after the assessment
- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes
- The candidate is made aware of rights and process of appeal
- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency
- Assessment decisions are based on available evidence that can be produced and verified by another assessor
- Assessments are conducted within the boundaries of the assessment system policies and procedures
- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures
- The candidate is informed of all assessment reporting processes prior to the assessment
- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment
- Confidentiality is maintained regarding assessment results
- The assessment results are used consistently with the purposes explained to the candidate
- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and checklist for assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate
- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions
- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time
- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status
- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected
- Study details assessment documentation and requirements
- Brief candidate regarding all assessment criteria and requirements.

Briefing checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

	Tick (✓)	Remarks
Prior to the assessment I have:		
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		

	Tick (✓)	Remarks
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for recording competency

Specifications for recording competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate
- This Competency Recording Sheet is located at the end of the Assessment Plan
- It is the overriding document to record competency
- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs
- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate
- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate
- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed
- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings
- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for different assessment methods

Specifications for work project assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:
 - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours
 - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents
- Prepare assessment location (if done in class) making it conducive to assessment
- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place
- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

“At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

 - You are required to complete these activities:
 - a) *Using the 'X' method of assessment*
 - b) *At 'X' location*
 - c) *You will have 'X time period' for this assessment*
 - You are required to compile information in a format that you feel is appropriate to the assessment
 - Do you have any questions about this assessment?”
- Commence Work Project assessment:
 - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
 - Participants complete work projects in the most appropriate format
 - Participants must submit Work Project evidence to the assessor before the scheduled due date
- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
 - Enter Student name

- Enter Assessor name
- Enter Location
- Familiarise self with Questions to be asked
- Prepare assessment location (table and chairs) making it conducive to assessment
- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):
“These oral questions are part of the formal assessment for the unit of competency titled X.
There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.
We have 60 minutes for this assessment.
 - I will give you feedback at the end of the assessment
 - Do you have any questions about this assessment?”
- Commence Oral Questioning assessment:
 - Complete Assessment Record for the Oral Questioning by:
 - a) Ticking PC or NYC, as appropriate
 - b) Entering 'Remarks' as required
 - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

“These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- The due date for completion of this assessment is X
- On this date you must forward the completed questions to the assessor by X time on the date of X
- Do you have any questions about this assessment?”
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the written answers to the assessor before the scheduled due date
- Assessor must assess the participant’s written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a ‘competent’ standard
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate
- Insert assessor name
- Insert identify of location where observations are being undertaken
- Insert date/s of observations – may be single date or multiple dates
- Place a tick in either the ‘Yes’ or ‘No’ box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill
- Provide written (and verbal) feedback to candidate – as/if appropriate
- Sign and date the form
- Present form to candidate for them to sign and date
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the ‘Pass Competent’ or ‘Not Yet Competent’ decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name
- Insert name and contact details of the Third Party
- Tick the box to indicate the relationship of the Third Party to the candidate
- Present the partially completed form to the Third Party for them to finalise
- Collect the completed form from the Third Party
- Transcribe results/details to Competency Recording Sheet for candidate
- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
 - Pass Competent = Yes
 - Not Yet Competent = No
 - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency Standard

UNIT TITLE: PERFORM BASIC FIRST AID PROCEDURES		NOMINAL HOURS: 25 hours
UNIT NUMBER: D1.HRS.CL1.12 D1.HOT.CL1.12 D2.TCC.CL1.15		
UNIT DESCRIPTOR: This unit deals with the skills and knowledge required to perform basic first aid procedures in a range of settings within the in the hotel and travel industries workplace context.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Assess the situation</p> <p>1.1 Identify <i>physical hazards</i> to own and others' health and safety</p> <p>1.2 Minimise immediate risk to self and health and safety of the casualty by controlling hazard/s in accordance with accepted practice</p> <p>1.3 Assess <i>casualty's vital signs and physical condition</i> in accordance with accepted practice.</p> <p>Element 2: Apply basic first aid techniques</p> <p>2.1 Provide <i>first aid management</i> in accordance with established first aid procedures and available resources and equipment</p> <p>2.2 Monitor casualty's condition and respond to the casualty's condition in accordance with accepted <i>first aid</i> principles and enterprise guidelines</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to performing basic first aid procedures within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Front Office 2. Housekeeping 3. Food and Beverage Service 4. Food Production 5. Travel Agencies 6. Tour Operation. <p><i>Physical hazards</i> may include:</p> <ul style="list-style-type: none"> • Workplace hazards, e.g. Machinery, vehicles, environment • Hazards associated with casualty management processes, such as being bitten, confused casualty becomes violent 	

2.3 Seek *first aid assistance* from others in a timely manner as appropriate

2.4 Record accidents and injuries in accordance with enterprise procedures.

Element 3: Communicate details of the incident

3.1 Request appropriate medical assistance using the most relevant and appropriate communication mechanism

3.2 Convey *details* of casualty's condition and first-aid management activities accurately to emergency services or relieving personnel

3.3 Prepare reports to supervisors in a timely manner, presenting all relevant facts according to enterprise guidelines.

- Bodily fluids
- Risk of further injury to the casualty.

Casualty's vital signs and physical condition are managed for:

- Response, i.e. Conscious or unconscious
- Airways, i.e. Blocked, likely to become blocked
- Breathing, e.g. Regular, irregular, possible problem with lungs
- Circulation, e.g. Pulse, heart-beat is strong/ weak, or racing pulse
- Possible neck or back injury
- Shock
- Allergic reaction/s
- Bleeding.

First aid management may include:

- Management of external bleeding and shock
- Management of minor wounds and infection control
- Management of venomous bites and stings/poisons/allergic reactions, including anaphylaxis
- Management of fractures
- Management of head and spinal injuries
- Management of airways including asthma.

First aid may include:

- Resuscitation techniques
- CPR technique
- Bleeding and wound care

- Burns and scalds care
- Infection control
- Bandaging/splinting.

Seek first aid assistance may include:

- Obtaining co worker support
- Obtaining support from designated first aider
- Requesting emergency services (ambulance) assistance
- Requesting medical assistance.

Details may relate to:

- Casualties conditions
- Location
- Assistance provided
- Number of casualties
- Assistance required.

Assessment Guide

The following skills and knowledge must be assessed as part of this unit:

- Knowledge of enterprise policies and procedures in regard to administering first aid
- Knowledge of enterprise policies and procedures in regard to completing records of first aid
- Ability to apply the basic principles of administering first aid
- Ability to carry out necessary procedures to manage a life-threatening situation.

Linkages To Other Units

This is a core unit that underpins effective performance in all other units; combined training and assessment may be appropriate.

Critical Aspects of Assessment

Evidence of the following is essential:

- Demonstrated ability to take care of an unconscious person including CPR and resuscitation techniques
- Demonstrated ability to apply first aid casualty management principles, assessing and minimizing danger, maintain the casualty's airway, breathing and circulation
- Demonstrated ability to handle a casualty safely and prevent further injury
- Knowledge of first aid management techniques.

Context of Assessment

This unit may be assessed on or off the job:

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility
- Assessment must include demonstration of CPR and resuscitation techniques.

Resource Implications

Training and assessment to include access to a real or simulated workplace that has first aid equipment and dummies for resuscitation and CPR; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Case studies
- Observation of practical candidate performance

- Oral and written questions
- Portfolio evidence
- Problem solving
- Role plays
- Third party reports completed by a supervisor
- Project and assignment work.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organizing and analysing information	2	Apply knowledge and skills to treat casualty
Communicating ideas and information	2	Communicate with casualty, bystanders and medical staff in emergency situations
Planning and organizing activities	2	Plan treatment and organize for follow up treatment to be administered by more advanced first aiders, emergency services staff, medical staff, etc.
Working with others and in teams	2	Work with other first aid providers, emergency services staff and bystanders
Using Mathematical ideas and techniques	-	
Solving problems	2	Respond to emergency to prevent further injury or complications arising
Using technology	1	Utilize resources contained within basic first aid kit

Oral Questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Perform Basic First Aid Procedures D1.HRS.CL1.12 D1.HOT.CL1.12 D2.TCC.CL1.15
Instructions	<ol style="list-style-type: none"> 1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	NYC
1. You have been summoned to administer first aid to a staff member in the kitchen who has been electrocuted: what will you do/ensure in this situation to ensure your safety and the safety of others?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
2. 'DRABC' is an acronym used by first aiders to guide their actions when they arrive at a casualty: what does the acronym stand for, and what activities might be involved when assessing the situation you find the casualty in (prior to rendering first aid).	<input type="checkbox"/>	<input type="checkbox"/>
3. Tell me how you would take the pulse of a casualty: what is the pulse rate range for adults at rest?	<input type="checkbox"/>	<input type="checkbox"/>
4. You have decided it is necessary to give CPR to an adult casualty: tell me how you would do this.	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
5. When rendering first aid to a casualty how would you monitor their condition while providing first aid?	<input type="checkbox"/>	<input type="checkbox"/>
6. Give me an example of who you may seek assistance from when performing first aid on a casualty who needs additional professional assistance.	<input type="checkbox"/>	<input type="checkbox"/>
7. What details would you record after rendering first aid to a casualty (customer or staff member) in your workplace?	<input type="checkbox"/>	<input type="checkbox"/>

Questions	Response	
	PC	NYC
8. How would you summon emergency services to assist you when providing first aid to a casualty in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>
9. Professional medical care has just arrived on scene in a situation where you have been providing basic first aid to a casualty: what information would you convey to them on their arrival?	<input type="checkbox"/>	<input type="checkbox"/>
10. What details would you include in a report to management about a situation where you were required to provide first aid to a customer injured in your workplace?	<input type="checkbox"/>	<input type="checkbox"/>

Written Questions

Perform Basic First Aid Procedures

D1.HRS.CL1.12

D1.HOT.CL1.12

D2.TCC.CL1.15

Student Name: _____

Answer all the following questions and submit to your Trainer.

1. List four important points that must always be taken into account when providing first aid.

2. List four types of hazards first aid providers must be alert to when providing first aid to a casualty.

3. What are the five accepted ways to identify hazards when providing first aid?

4. Under what circumstances is it acceptable to move a casualty before they have been properly/fully assessed?

5. Identify three actions you can take to protect the neck of a casualty when providing first aid.

6. What does the first aid acronym 'DRABC' stand for?

7. What is the normal respiration rate for a resting adult?

8. Answer 'True' or 'False' to the following statement: "A resting pulse rate of more than 80 beats per minute is a higher than normal pulse rate."

True False

9. Give four possible reasons a casualty may have a higher than normal pulse rate.

16. Explain the 'RICE' procedures for treating sprains.

17. Identify five things you might/should record when monitoring the condition of a casualty.

18. List three things you should not allow a casualty to do while providing first aid and waiting for professional medical help to arrive.

19. Identify three classifications of people a first aid provider might ask for assistance when providing first aid.

20. What details should be recorded when completing an Incident Report following the provision of first aid to a customer/guest?

21. What information should be included when completing an Injury Register?

22. At what stage should you summon professional medical assistance when there is a need for you to provide first aid to customers/guests or staff?

23. List three actions you can take to facilitate the arrival of professional emergency medical help on scene when treating a casualty.

24. Answer 'True' or 'False' to the following statement: "Never hang up the telephone until directed to do so."

True False

25. What should you refer to when conveying details of casualty's condition to medical professionals?

26. Identify five organisational guidelines that may apply to the preparation of reports to supervisors following the provision of first aid to a casualty.



Answers to Written Questions

Perform Basic First Aid Procedures

D1.HRS.CL1.12

D1.HOT.CL1.12

D2.TCC.CL1.15

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

- 1. List four important points that must always be taken into account when providing first aid**
 - Protect yourself and others at all times against injury or harm – persons delivering first aid (and bystanders) should not become casualties
 - The casualty must be protected against further harm or injury
 - Whenever there is a need to administer first aid make sure you notify your supervisor immediately to arrange for professional help to be called
 - Wear protective gloves when administering first aid to protect against infection.

- 2. List four types of hazards first aid providers must be alert to when providing first aid to a casualty.**
 - Workplace and incident-specific hazards – including stock, plant, equipment, machinery, utensils, vehicles and the general environment as this may relate to heat, cold, wind, sunshine, rain.
 - Hazards sometimes associated with casualty management
 - Bodily fluids
 - Risk of further injury to the casualty.

- 3. What are the five accepted ways to identify hazards when providing first aid?**
 - Use common sense
 - Use your sense of sight
 - Use your sense of hearing
 - Use your sense of touch
 - Use your sense of smell.

- 4. Under what circumstances is it acceptable to move a casualty before they have been properly/fully assessed?**
 - If there is a risk they may be injured further, or worse, as a result of impending dangerous factors.

5. Identify three actions you can take to protect the neck of a casualty when providing first aid.

- Keep the casualty still – tell the casualty not to move
- Kneel behind the head and place your hands on either side to support it – with the head, neck and spine in a straight line
- Put rolled up towels, blankets, or clothing on each side of the casualty's head to keep it from moving.

6. What does the first aid acronym 'DRABC' stand for?

- D for Danger – Assess the situation
- R for Response – Check consciousness, check on vital signs
- A for Airway – Open airway
- B for Breathing – Check respiration rates
- C for Circulation – Give chest compressions.

7. What is the normal respiration rate for a resting adult?

- 12 to 20 respirations per minute.

8. Answer 'True' or 'False' to the following statement: "A resting pulse rate of more than 80 beats per minute is a higher than normal pulse rate."

- True.

9. Give four possible reasons a casualty may have a higher than normal pulse rate.

Any from the following:

- Shock
- Bleeding
- Heat
- Dehydration
- Fever
- Pain
- Exercise.

10. What are the eight steps in providing mouth-to-mouth resuscitation?

Turn casualty onto their back and:

1. Kneel beside the casualty
2. Keep the casualty's head tilted back
3. Pinch the casualty's nostrils with your fingers
4. Lift the jaw forward with your other hand
5. Take a deep breath and open your mouth wide
6. Place your mouth firmly over their mouth making an airtight seal
7. Breathe into the casualty's mouth
8. Remove your mouth and turn your head to observe the chest fall and listen or feel for exhaled air.

11. Describe how to provide CPR.

- Place one hand on the breastbone (center of chest)
- Place other hand on top of hand positioned on breastbone
- Align your shoulders above your hands and straighten your elbows, using the weight of your upper body, with the heel of your hand, press down (4 – 5 cm)
- Perform 30 compressions (presses) at a rate of 100 per minute
- Count aloud at a steady and fast pace to achieve this rate
- After every 30 chest compressions give two breaths – with casualty's head tilted back, pinch their nose, place your mouth over the mouth, and give two breaths – blowing steadily.

12. What should be worn by first aid providers when managing bleeding of a casualty?

- Disposable gloves.

13. Should a first aid provider break blisters on a casualty when treating them for burns?

- No.

14. Where should the casualty be injected when using an EpiPen® to treat anaphylactic shock?

- Outer thigh.

15. Describe how to treat a casualty who is choking.

- Use the 'heel of your hand', and give up to five blows between the shoulder blades
- Check the casualty's mouth quickly after each blow and remove anything that is stuck in there
- Give up to five abdominal thrusts, if the casualty is still choking, place a clenched fist between the navel and the bottom of the breastbone and pull inwards and upwards
- Check the casualty's mouth quickly after each abdominal thrust and remove anything that is stuck in there.

16. Explain the 'RICE' procedures for treating sprains.

- Raise the limb
- Ice – apply ice or a cold pad to the injured area
- Compress the injury using a bandage or soft padding
- Elevate the injured limb.

17. Identify five things you might/should record when monitoring the condition of a casualty?

Any from the following:

- Their pulse and respiration – and any changes in them
- Colour of and any changes in the colour of the casualty's skin
- Mention made by the casualty of pain – including location of the pain, type of pain and degree of pain
- Requests for anything – warmth, liquid/drinks, pain relief
- How long casualty was unconscious
- Comments made relating to cause of the injury.

18. List three things you should not allow a casualty to do while providing first aid and waiting for professional medical help to arrive?

Any from the following:

- Smoke
- Drink
- Move
- Eat.

- 19. Identify three classifications of people a first aid provider might ask for assistance when providing first aid.**
- Other staff/colleagues
 - Members of the public/bystanders
 - Friends/family of the casualty.
- 20. What details should be recorded when completing an Incident Report following the provision of first aid to a customer/guest?**
- Date, time and location of the accident/injury
 - Who was involved – names of casualties, numbers involved, identification of gender/s
 - Names of staff involved – as first aid responders/care givers
 - Action taken – describing first aid delivered and contact of external/professional medical assistance
 - Involvement of Emergency services – when they were called, when they arrived and the action they took
 - Why you believe the injury/incident occurred – where applicable (the idea is prevent recurrences)
 - Names and contact details of witnesses.
- 21. What information should be included when completing an Injury Register?**
- Worker's name
 - Worker's occupation or job title
 - Time and date of injury
 - Worker's exact location at the time of the injury
 - Exact description of how injury was sustained
 - Nature of injury and the body part(s) affected
 - Witnesses to the injury, if any
 - Date of entry in register
 - Name of person making the entry.
- 22. At what stage should you summon professional medical assistance when there is a need for you to provide first aid to customers/guests or staff?**
- As soon as you become aware there is a need to render first aid.

23. List three actions you can take to facilitate the arrival of professional emergency medical help on scene when treating a casualty.

- Opening gates, or arranging for them to be opened
- Moving vehicles which may impede access
- Asking others to position themselves in locations to signpost the location of the casualty as help arrives on scene.

24. Answer 'True' or 'False' to the following statement: "Never hang up the telephone until directed to do so."

- True.

25. What should you refer to when conveying details of casualty's condition to medical professionals?

- Notes taken/recorded at the time when assessing and monitoring the casualty.

26. Identify five organisational guidelines that may apply to the preparation of reports to supervisors following the provision of first aid to a casualty.

- Completed as soon as possible after the incident – same day is essential
 - Completed individually – reports should be made by each staff member involved without discussion between those staff members
 - Completed in writing – a verbal de-brief/report may also occur but there should always be a hard copy/written report
 - Forwarded to designated managers or officers (first aid supervisors; Occupational Safety and Health officials; insurers)
 - Filed for future reference.
-

Observation Checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Perform Basic First Aid Procedures D1.HRS.CL1.12 D1.HOT.CL1.12 D2.TCC.CL1.15
Dates of observation	
Instructions	<ol style="list-style-type: none"> 1. Over a period of time observe the student completing each of the following tasks: <ol style="list-style-type: none"> a) Assess the situation b) Apply basic first aid techniques c) Communicate details of the incident 2. Enter the date on which the tasks were undertaken 3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise 4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1: Assess the situation		
Identify physical hazards to own and others' health and safety	<input type="checkbox"/>	<input type="checkbox"/>
Minimize immediate risk to self and health and safety of the casualty by controlling hazard/s in accordance with accepted practice	<input type="checkbox"/>	<input type="checkbox"/>
Assess casualty's vital signs and physical condition in accordance with accepted practice	<input type="checkbox"/>	<input type="checkbox"/>
Element 2: Apply basic first aid techniques		
Provide first aid management in accordance with established first aid procedures and available resources and equipment	<input type="checkbox"/>	<input type="checkbox"/>
Monitor casualty's condition and respond to the casualty's condition in accordance with accepted first aid principles and enterprise guidelines	<input type="checkbox"/>	<input type="checkbox"/>
Seek first aid assistance from others in a timely manner as appropriate	<input type="checkbox"/>	<input type="checkbox"/>
Record accidents and injuries in accordance with enterprise procedures	<input type="checkbox"/>	<input type="checkbox"/>

Did the candidate	Yes	No
Element 3: Communicate details of the incident		
Request appropriate medical assistance using the most relevant and appropriate communication mechanism	<input type="checkbox"/>	<input type="checkbox"/>
Convey details of casualty's condition and first-aid management activities accurately to emergency services or relieving personnel	<input type="checkbox"/>	<input type="checkbox"/>
Prepare reports to supervisors in a timely manner, presenting all relevant facts according to enterprise guidelines	<input type="checkbox"/>	<input type="checkbox"/>
Did the student's overall performance meet the standard?	<input type="checkbox"/>	<input type="checkbox"/>

Feedback to student and trainer/assessor**Strengths:****Improvements needed:****General comments:****Candidate signature****Date****Assessor signature****Date**

Third Party Statement

Student name:			
Name of third party:		Contact no	
Relationship to student:	<input type="checkbox"/> Employer <input type="checkbox"/> Supervisor <input type="checkbox"/> Colleague <input type="checkbox"/> Other <i>Please specify: _____</i> <i>Please do not complete the form if you are a relative, close friend or have a conflict of interest]</i>		
Unit of competency:	Perform Basic First Aid Procedures D1.HRS.CL1.12 D1.HOT.CL1.12 D2.TCC.CL1.15		
<p>The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.</p> <p>Please answer these questions as a record of their performance while working with you. Thank you for your time.</p>			
Do you believe the trainee has demonstrated the following skills? <i>(tick the correct response]</i>	Yes	No	Not sure
Assesses situations where first aid is required and identifies and minimises risks to self and others while rendering first aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assesses casualty vital signs and condition prior to administering first aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Provides basic first aid appropriate to casualty requirements and in accordance with accepted first aid protocols	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Monitors the condition of the casualty until professional medical assistance arrives and responds appropriately (where possible) to changes in the casualty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Seeks/summons professional medical/emergency services attendance to assist with treatment of casualty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communicates casualty details and information to emergency services/professional medical assistance on their arrival	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Records details of instances where first aid treatment was required to be administered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prepares reports to management regarding instances when first aid treatment was required to be administered	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments/feedback from Third Party to Trainer/Assessor:

Large empty rectangular box for providing comments or feedback.

Third party signature:

Date:

Send to:

Competency Recording Sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Perform Basic First Aid Procedures	D1.HRS.CL1.12 D1.HOT.CL1.12 D2.TCC.CL1.15
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Assess the situation						
Identify physical hazards to own and others' health and safety						
Minimise immediate risk to self and health and safety of the casualty by controlling hazard/s in accordance with accepted practice						
Assess casualty's vital signs and physical condition in accordance with accepted practice						
Element 2: Apply basic first aid techniques						
Provide first aid management in accordance with established first aid procedures and available resources and equipment						
Monitor casualty's condition and respond to the casualty's condition in accordance with accepted first aid principles and enterprise guidelines						
Seek first aid assistance from others in a timely manner as appropriate						
Record accidents and injuries in accordance with enterprise procedures						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Communicate details of the incident						
Request appropriate medical assistance using the most relevant and appropriate communication mechanism						
Convey details of casualty's condition and first-aid management activities accurately to emergency services or relieving personnel						
Prepare reports to supervisors in a timely manner, presenting all relevant facts according to enterprise guidelines						
Candidate signature			Date			
Assessor signature			Date			

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