



SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

**First Aid
Consultation Guide
August 2019**



Contents

Introduction.....	3
Project Background.....	3
Consultation Activities and Timelines	5
About this Consultation Guide.....	5
List of First Aid Units and Prerequisites.....	6
Unit of Competency Mapping.....	6
Questions for Consideration.....	8
Appendix A: Training Package Unit of Competency Terminology Guide	10

Introduction

SkillsIQ is a not-for-profit Skills Service Organisation (SSO) supporting industry in developing standards to equip the people-facing workforce with the right skills for jobs now and into the future. SkillsIQ is funded by the Department of Employment, Skills, Small and Family Business to support the Industry Reference Committees (IRCs) responsible for the development and maintenance of Training Packages in the following sectors:

- Community Services
- Health
- Local Government
- Public Sector
- Floristry
- Hairdressing and Beauty Services
- Funeral Services
- Retail Services
- Sport, Fitness and Recreation
- Tourism, Travel and Hospitality.

IRCs drive the process of Training Package development and are made up of people with experience, skills and knowledge of their particular industry sector. IRCs are responsible for the provision of strategic input and advice that represents the needs of their workforce, and for ensuring Training Package Products reflect these needs.

Project Background

The HLTAID First Aid competency standards were developed to provide a set of robust, industry-supported standards for people who provide First Aid to others.

In these instances, the Statement of Attainment provides evidence to the employer and the community that the worker has the skills and knowledge to be able to provide a First Aid response and sustain life in the event of an emergency.

A widespread multi-channel consultation involving the following stakeholders was conducted to identify and validate the exact nature of the skills needs in the industry, and the respective Training Package Product update requirements:

- All First Aid Industry Reference Committee (IRC) members representing the following key bodies:
 - St John Ambulance
 - Surf Life Saving Australia
 - Paramedical Services
 - Australian Emergency Care Providers
 - Council of Ambulance Authorities
 - Australian Red Cross
 - Royal Life Saving Society Australia
 - Department of Defence
 - National Institute of First Aid Trainers
 - TAFE SA

- Premium Health
- Health Services Union.

- Additionally, as part of the research work for the 2018 Skills Forecast, a national online survey was distributed to stakeholders on the SkillsIQ database so that the top skills needs and other industry issues within the First Aid sector could be identified
- The draft Industry Skills Forecast, including the Proposed Schedule of Work, was made available on the SkillsIQ website for public consultation during March 2018
- Notice of the consultation periods was emailed to the SkillsIQ database of over 17,000 individuals, inviting comment.

As a result, industry has identified four key drivers for change in the First Aid Training Package Products, as follows:

- Changes in industry best practice
- Diversity in the scope and breadth of First Aid
- An increase in clarity and uniformity in the content of the Units of Competency wherever possible
- Increased recognition of the role of mental health support in the provision of First Aid.

Consequently, the First Aid IRC has proposed changes which will involve:

- A review of the current Units of Competency to reflect industry best practice and current regulation
- A review of the current Units of Competency to ensure their scope and breadth are reflective of industry expectations
- Consideration of the skills requirements in specific areas, such as asthma and anaphylaxis.
- Consideration of the need for additional criteria to address First Aid in relation to mental health.

Consultation Activities and Timelines

National consultation for Draft 1 is open from **Wednesday, 07 August** to **Friday, 20 September 2019**. During this period input will be sought on the following Training Package Products relating to First Aid:

- Eight Units of Competency and the associated Assessment Requirements.

SkillsIQ will be undertaking a number of key activities to engage community stakeholders and VET professionals. Further details are posted on the SkillsIQ website here:

[Project Page](#)

Feedback can also be provided **online** via the SkillsIQ Feedback Forum, accessed at:

[Feedback Forum](#)

When accessing the Feedback Forum, please first refer to the “How To” guide located on the page. It will provide directions for leaving and submitting comments. Following the close of the consultation period, feedback received will be collated and evaluated. This feedback will inform the development of the Validation Draft.

To remain up-to-date with project developments, subscribe to SkillsIQ’s newsletters at:

<http://www.skillsiq.com.au/Subscribeournewsletter.aspx>

About this Consultation Guide

This Guide, which should be read in conjunction with the applicable Draft Training Package Products, provides:

- A list of Draft 1 Training Package Products (eight Units of Competency and the associated Assessment Requirements)
- A Unit of Competency Mapping Guide
- Key consultation questions on which SkillsIQ seeks feedback to provide information to the First Aid IRC.

Contact details

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List of First Aid Units and Prerequisites

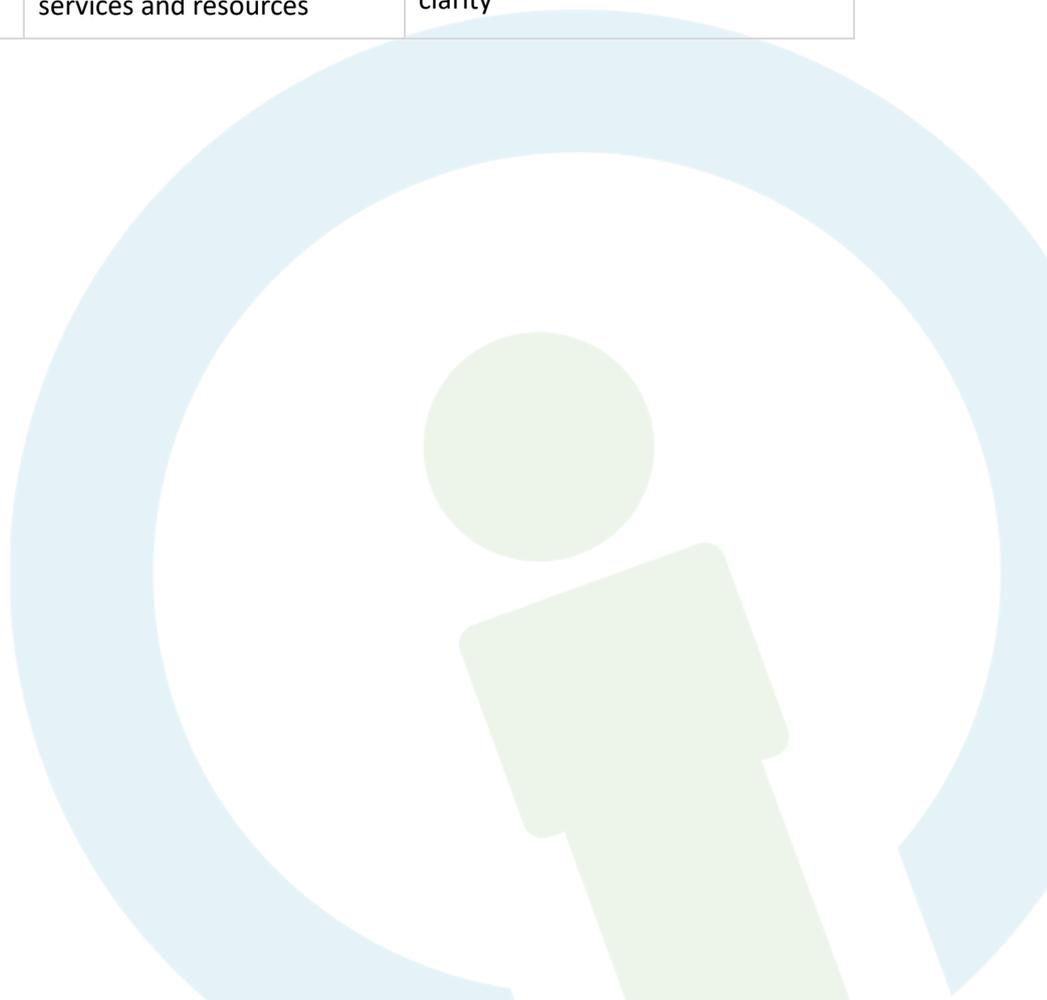
Unit Code	Unit Title	Prerequisite(s)
HLTAID001	Provide cardiopulmonary resuscitation	Nil
HLTAID002	Provide basic emergency life support	Nil
HLTAID003	Provide First Aid	Nil
HLTAID004	Provide an emergency First Aid response in an education and care setting	Nil
HLTAID005	Provide First Aid in remote situations	Nil
HLTAID006	Provide advanced First Aid	Nil
HLTAID007	Provide advanced resuscitation	Nil
HLTAID008	Manage First Aid services and resources	Nil

Unit of Competency Mapping

The terminology, Knowledge Evidence and Performance Evidence associated with all Units have been revised to better reflect current industry terminology and practices.

Current Unit Code and Title	Proposed New Unit Code and Title	Extent of Proposed Change
HLTAID001 Provide cardiopulmonary resuscitation	HLTAID009 Provide cardiopulmonary resuscitation	Changes to Performance Evidence Changes to Knowledge Evidence
HLTAID002 Provide basic emergency life support	HLTAID010 Provide basic emergency life support	Changes to Performance Evidence Changes to Knowledge Evidence
HLTAID003 Provide First Aid	HLTAID011 Provide First Aid	Changes to Performance Evidence Changes to Knowledge Evidence
HLTAID004 Provide an emergency First Aid response in an education and care setting	HLTAID012 Provide an emergency First Aid response in an education and care setting	Changes to Performance Evidence Changes to Knowledge Evidence
HLTAID005 Provide First Aid in remote situations	HLTAID013 Provide First Aid in remote situations	Changes to Performance Evidence Changes to Knowledge Evidence
HLTAID006 Provide advanced First Aid	HLTAID014 Provide advanced First Aid	Changes to Performance Criteria 2.6 Changes to Knowledge Evidence

Current Unit Code and Title	Proposed New Unit Code and Title	Extent of Proposed Change
HLTAID007 Provide advanced resuscitation	HLTAID015 Provide advanced resuscitation	Changes to Performance Evidence Changes to Assessment Requirements
HLTAID008 Manage First Aid services and resources	HLTAID016 Manage First Aid services and resources	Minor changes to wording for clarity



Questions for Consideration

The following specific questions have been developed to clarify detailed information within the Draft 1 of the First Aid Units of Competency.

HLTAI004 Provide an emergency First Aid response in an education and care setting

- In the draft Unit it specifies that CPR is to be demonstrated on child and infant manikins. Is this sufficient? Should CPR also be demonstrated on adult manikins?

HLTAI005 Provide First Aid in remote situations

- We need a more accurate understanding of the word 'remote' and how it aligns to the context of the Unit. Is 'remote' suitable or should it be 'isolated'?
- Does remote refer to time or distance in terms of obtaining First Aid? If time, how would this be quantified? If distance, how would this be quantified?
- In terms of being remote, from which medical services (ambulance, flying doctor, etc) would this remoteness apply?

HLTAI006 Provide advanced First Aid - Performance Evidence

- Is the use of a Bag-Valve-Mask more appropriately used for advanced resuscitation? Would the use of a CPR pocket mask be more commonly used with advanced First Aid?

HLTAI006 Provide advanced First Aid - Knowledge Evidence

- Is the word 'childbirth' sufficient? Should it be more specific to differentiate between imminent childbirth and emergency childbirth?

HLTAI007 Provide advanced resuscitation

- Should this Unit include major haemorrhage, use of tourniquets and haemostatic dressings?

The following series of general questions have been developed to guide feedback for Draft 1 of the First Aid Units of Competency.

Suite of Units of Competency

- Are all the draft Units required? Should any be deleted?
- Are there any additional Units of Competency required?

Titles and Application Statements - Units of Competency

- Do the titles reflect the skills being described? Could any titles be changed to better indicate what the Units cover?
- Do the Application Statements provide a clear and accurate description of the skills being described?

Elements and Performance Criteria

- Do the Elements and Performance Criteria accurately describe what people do in First Aid? If not, what could be added?
- Do the Performance Criteria adequately describe the level of proficiency?

Performance Evidence

- Would the types of evidence prove that a person is competent in all the Unit outcomes, including Performance Criteria, Foundation Skills and knowledge?
- Is the suggested volume (sufficiency) of evidence appropriate? Too little, too much?
- Are the statements clear? Would assessors understand exactly what they must do?

Knowledge Evidence

- What is the essential knowledge required of an individual in order to perform the tasks described in the Performance Criteria? Is the Knowledge Evidence requirement specific enough?
- Is there anything which should be added or deleted?
- What is the breadth and depth of knowledge required? Is this described well enough to assist assessors in understanding the scope?

Assessment Conditions

- Are the nominated environments appropriate?
- Are the statements clear? Would assessors understand what they must provide for the purposes of assessment?

Terminology

- Are there any words or terms used in any of the Units that aren't reflective of current industry terminology?

Appendix A: Training Package Unit of Competency Terminology Guide

Units of Competency specify the skills and knowledge a learner needs in order to complete a work task. Each Unit of Competency has associated Assessment Requirements, which detail what a learner must demonstrate and know, in order to be deemed competent, along with any special conditions which apply to the assessment of competency.

UNIT CODE	The unique code which identifies the Unit of Competency
UNIT TITLE	The Unit title is a brief statement of the outcome of the Unit of Competency, i.e. what the task is that learners will be able to complete once they are deemed competent
APPLICATION	The application summarises: <ul style="list-style-type: none"> • the content of the Unit of Competency and the skill area it addresses • any relationship with other Units of Competency • any licensing requirements or relevant legislation • the Unit of Competency's scope, purpose and operation in different contexts; for example, by showing how it applies in the workplace.
PREREQUISITE UNIT	Prerequisites are other Units of Competency or, in some cases, licences, etc. that a learner must complete or attain before undertaking this Unit of Competency. This may be in order to provide underpinning skills or knowledge that it's essential for a learner to possess prior to undertaking this Unit.
ELEMENTS	The Elements are the basic themes of the Unit of Competency. They describe the significant functions that form part of the work task that the Unit of Competency covers.
PERFORMANCE CRITERIA	The Performance Criteria specify the required steps that enable the learner to undertake the work task.
Assessment Requirements	
PERFORMANCE EVIDENCE	Identifies what a learner must demonstrate in order to be deemed competent at the work task.
KNOWLEDGE EVIDENCE	Identifies what a learner needs to know to perform the work task effectively.

**ASSESSMENT
CONDITIONS**

Assessment conditions provide the context for the Unit of Competency, describing essential operating conditions that must be present for assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

It may specify any of the following:

- conditions under which competency must be assessed, including variables such as the assessment environment or necessary equipment or tools
- whether or not the Unit must be assessed in the workplace or may also be assessed via simulation
- resource implications - for example, access to particular equipment, infrastructure or situations
- any required characteristics of the assessor - e.g. whether the assessor must hold a higher qualification in a specific field, etc.