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| UNIT CODE | HLTAID012 |
| UNIT TITLE | Provide first aid in an education and care setting |
| APPLICATION | <p>This unit describes the skills and knowledge required to provide a first aid response to infants, children and adults in line with first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies.</p> <p>This unit applies to a range of workers within an education and care setting who are required to respond to a first aid emergency, including asthma and anaphylactic emergencies. This includes early childhood workers and educators who work with school age children in outside school hours care and vacation programs.</p> <p>This unit of competency may contribute towards approved first aid, asthma and anaphylaxis training under the Education and Care Services National Law, and the Education and Care Services National Regulations (2011).</p> <p>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.</p> |
| PREREQUISITE UNIT | Nil |
| UNIT SECTOR | First Aid |

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| ELEMENTS | PERFORMANCE CRITERIA |
| <i>Elements describe the essential outcomes</i> | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i> |
| 1. Respond to an emergency situation. | 1.1 Recognise an emergency situation. 1.2 Ensure safety for self, victim and bystanders. 1.3 Assess the victim and recognise the need for first aid response. 1.4 Assess the situation and seek assistance from emergency response services. |

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| 2. Perform appropriate first aid procedures. | <p>2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with the ARC Guidelines.</p> <p>2.2 Provide first aid in accordance with established first aid principles.</p> <p>2.3 Ensure victim feels safe, secure and supported.</p> <p>2.4 Obtain consent from victim and/or caregiver where possible.</p> <p>2.5 Use available resources and equipment to make the victim as comfortable as possible.</p> <p>2.6 Operate first aid equipment according to manufacturer's instructions.</p> <p>2.7 Monitor the victim's condition and respond in accordance with first aid principles.</p> |
| 3. Communicate details of the incident. | <p>3.1 Accurately convey incident details to emergency response services.</p> <p>3.2 Report details of incident in line with workplace procedures.</p> <p>3.3 Complete relevant workplace documentation, including incident report form.</p> <p>3.4 Report details of incidents involving babies and children to parents and/or caregivers.</p> <p>3.5 Follow workplace procedures to report serious incidents to the regulatory authority.</p> <p>3.6 Maintain privacy and confidentiality of records and information in line with statutory and/or organisational policies.</p> |
| 4. Evaluate the incident and own performance. | <p>4.1 Recognise the possible psychological impacts on self and other rescuers and seek help when required.</p> <p>4.2 Review the first aid response provided.</p> |

FOUNDATION SKILLS

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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| UNIT MAPPING INFORMATION | No equivalent unit. |
| LINKS | Companion Volume Implementation Guide |

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| TITLE | Assessment Requirements for HLTAID012 Provide first aid in an education and care setting |
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| PERFORMANCE EVIDENCE | <p>Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role.</p> <p>There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, first aid guidelines determined by the Australian Resuscitation Council (ARC) and other Australian national peak clinical bodies and workplace procedures:</p> <ul style="list-style-type: none"> ■ followed DRSABCD in line with ARC guidelines, including: <ul style="list-style-type: none"> ◦ managed the unconscious, breathing victim including appropriate positioning to reduce the risk of airway compromise ◦ performed at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on a child resuscitation manikin placed on the floor ◦ performed at least 2 minutes of uninterrupted single rescuer CPR (5 cycles both compressions and ventilations) on an infant resuscitation manikin placed on a firm surface ◦ responded appropriately in the event of regurgitation or vomiting ◦ demonstrated a rotation of operators with minimal interruptions to compressions ◦ followed the prompts of an automated external defibrillator (AED) to deliver at least one shock ◦ show respectful behaviour towards the victim ■ applied first aid procedures for the following: <ul style="list-style-type: none"> ◦ Anaphylaxis ◦ Asthma ◦ Bleeding ◦ Choking ◦ Envenomation, using pressure immobilisation ◦ Fractures, dislocations, sprains and strains, using appropriate immobilisation techniques ◦ Medical shock ◦ Minor wound cleaning and dressing ◦ Nose bleed ■ responded to at least four simulated first aid scenarios contextualised to the candidate's workplace/community setting, including: <ul style="list-style-type: none"> ◦ one simulated scenario dealing with an unconscious, breathing child victim ◦ one simulated scenario dealing with an unconscious, non-breathing child victim including the use of an AED. ◦ one simulated scenario dealing with a medical condition of a child including the use of standard infection control procedures. ◦ one simulated scenario dealing with trauma condition of a child including the use of standard infection control procedures ■ provided an accurate written report of an incident. |
| KNOWLEDGE EVIDENCE | <p>Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:</p> <ul style="list-style-type: none"> ■ guidelines and procedures including: <ul style="list-style-type: none"> ◦ ARC Guidelines relevant to the provision of first aid to infants, children and adults ◦ First aid guidelines from Australian national peak clinical bodies. |

- Identifying potential incident hazards and minimise risks when providing first aid
- infection control procedures, including use of standard precautions and resuscitation barrier devices
- requirements for currency of skill and knowledge
- first aid codes of practice
- workplace procedures relevant to the provision of first aid
- legal, workplace and community considerations, including:
 - first aid requirements for services under the Education and Care Services National Law
 - State/Territory regulations covering first aid in an Education and Care setting
 - duty of care requirements
 - own skills and limitations
 - consent, including situations in which parental/caregiver consent is required
 - privacy and confidentiality requirements
 - awareness of potential need for need for stress management techniques and available support for rescuers and children
- considerations when providing CPR, including:
 - Upper airway and effect of positional change
 - appropriate duration and cessation of CPR
 - appropriate use of an AED, including specific considerations when using an AED on children
 - Safety and maintenance procedures for an AED
 - chain of survival
 - how to access emergency response services
- techniques for providing CPR to adults, children and infants including:
 - How to recognise that a victim is unresponsive and not breathing normally
 - Rate, ratio and depth of compressions/ventilations
 - Correct hand positioning for compressions
 - Basic anatomy, physiology and the differences between adults, children and infants relating to CPR
- signs, symptoms and management of the following conditions/injuries:
 - Acute pain
 - Allergic reaction
 - Anaphylaxis
 - Asthma
 - Bleeding
 - Breathing difficulties – croup, bronchiolitis
 - Burns
 - Choking
 - Diabetes
 - Dehydration
 - Drowning
 - Envenomation (all current treatments)
 - Eye injuries
 - Febrile convulsions
 - Fever
 - Fractures, dislocations, sprains and strains
 - Gastroenteritis
 - Head, neck and spinal injuries
 - Hypothermia
 - Hyperthermia
 - Medical shock
 - Nose bleed
 - Poisoning
 - Seizures

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| | <ul style="list-style-type: none"> ◦ Vomiting and diarrhoea ◦ Wounds ■ identification and management of a sick infant or child including: <ul style="list-style-type: none"> ◦ general signs and symptoms of acute illness in children and infants ◦ referral and advice services including recognition of signs/symptoms requiring immediate ambulance response ◦ emergency actions plans for known medical conditions including Asthma and Anaphylaxis ◦ age appropriate communication and distraction techniques ◦ first aider response to basic physiological differences in children. |
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| ASSESSMENT CONDITIONS | <p>Skills must be demonstrated working individually in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.</p> <p>Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment.</p> <p>Compression and ventilation skills must be demonstrated on resuscitation manikins in line with ARC guidelines for the purpose of assessment of CPR procedures.</p> <p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> ■ Emergency action plans ■ Child resuscitation manikin in line with ARC guidelines for the purpose of assessment of CPR procedures ■ Infant resuscitation manikin in line with ARC guidelines for the purpose of assessment of CPR procedures ■ Adrenaline auto-injector training devices ■ AED training device ■ Placebo bronchodilator and a spacer device ■ Different types of wound dressings and bandages ■ Blankets and items to make the victim comfortable ■ Disposable gloves and other PPE as required ■ workplace injury, trauma and/or illness record, or other appropriate workplace incident report form. <p>Simulated assessment environments must simulate the real-life working environment where these skills and knowledge would be performed, with all the relevant equipment and resources of that working environment.</p> <p>Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors.</p> |
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| LINKS | Companion Volume Implementation Guide |
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