



📍 CPR First Aid  
Suite 18, 47-51 Little Boundary Rd  
Laverton North VIC 3026

☎ 1 300 642 427

✉ [admin@cprfirstaid.com.au](mailto:admin@cprfirstaid.com.au)

🏠 [www.cprfirstaid.com.au](http://www.cprfirstaid.com.au)

# HLTAID009

## Provide cardiopulmonary resuscitation

### Learner Assessment Guide





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## Unit of Competency: HLTAID009 Provide cardiopulmonary resuscitation (Release 1)

### Application

This unit describes the skills and knowledge required to perform cardiopulmonary resuscitation (CPR) in line with the Australian Resuscitation Council (ARC) Guidelines.

This unit applies to all persons who may be required to provide CPR, 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.*

### Unit Mapping information

No equivalent unit.

### Entry Requirements

As per [HLTAID009](#), there are no pre-requisites. No prior experience is required

The Learner upon enrolment or before course commencement should inform the RTO if they have an identified language/literacy or other learning need, or a disability or have physical limitations, so that the assessment method can be “reasonably adjusted” by the RTO and pre-determined to best accommodate the Learner so that they will be able to appropriately work their way through the training program. Note that the Learner will need to meet the required ACSF levels and Foundation Skills requirements to successfully complete the course.

It is important to note that the HLTAID competency standards do require a level of physical ability to meet the evidence requirements for assessment. Due to the potential risk to health and safety it is important to note that Learners must be able to perform at least 2 minutes of uninterrupted CPR on an adult manikin placed on the floor. These standards relate to the level of performance required to provide resuscitation and respond to an emergency situation where there may be risk to life.

### Foundation Skills

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

The Learner will need to meet the required ACSF levels and Foundation Skills requirements (language, literacy and numeracy) that are essential to performance to successfully complete the course.

For example, during the CPR scenario you’ll need to demonstrate how to:

- Seek assistance from emergency response services
- Provide an accurate verbal report of a first aid incident
- Accurately convey incident details to emergency response services
- Participate in debriefing with a supervisor



## Performance Criteria

### Element

Elements describe the essential outcomes.

### Performance Criteria

Performance criteria describe the performance needed to demonstrate achievement of the element.

- |   |   |
|---|---|
| <b>1. Respond to an emergency situation</b>   | <b>1.1</b> Recognise and assess an emergency situation<br><b>1.2</b> Ensure safety for self, bystanders and casualty<br><b>1.3</b> Assess the casualty and recognise the need for cardiopulmonary resuscitation (CPR).<br><b>1.4</b> Seek assistance from emergency services                        |
| <b>2. Perform CPR procedures</b>              | <b>2.1</b> Perform CPR in accordance with the ARC guidelines.<br><b>2.2</b> Display respectful behaviour towards casualty<br><b>2.3</b> Operate automated external defibrillator (AED) according to manufacturer's instructions   |
| <b>3. Communicate details of the incident</b> | <b>3.1</b> Accurately convey incident details to emergency response services<br><b>3.2</b> Report details of incident in line with appropriate workplace or site procedures<br><b>3.3</b> Maintain privacy and confidentiality of information in line with statutory and/or organisational policies |
| <b>4. Review the incident</b>                 | <b>4.1</b> Recognise the possible psychological impacts on self and other rescuers and seek help when required<br><b>4.2</b> Contribute to a review of the first aid response as required   |

## Assessment Requirements

### Performance Evidence

- Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the workplace or community setting.
- 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 or site procedures:
- Managed, in line with ARC guidelines, the unconscious, breathing casualty including appropriate positioning to reduce the risk of airway compromise.
- Managed, in line with ARC guidelines, the unconscious, non-breathing adult, including:
  - Performing at least 2 minutes of uninterrupted single rescuer cardiopulmonary resuscitation (CPR) (5 cycles of both compressions and ventilations) on an adult resuscitation manikin placed on the floor
  - Following the prompts of an automated external defibrillator (AED) to deliver at least one shock



- Demonstrating a rotation of single rescuer operators with minimal interruptions to compressions
- Responding appropriately in the event of regurgitation or vomiting
- Handing over to emergency services
- Providing an accurate verbal report of the incident
- Reviewing the incident
- Managed, in line with ARC guidelines, the unconscious, non-breathing infant, including:
- Performing 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.

### Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- Guidelines and procedures including:
  - Relevant ARC guidelines to managing the unconscious breathing and non-breathing casualty and provision of CPR
  - Potential incident hazards and risk minimisation processes 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
  - Appropriate workplace or site procedures relevant to the provision of first aid
- Legal, workplace and community considerations, including:
  - Duty of care requirements
  - Own skills and limitations
  - Consent and how it relates to the conscious and unconscious casualty
  - Privacy and confidentiality requirements
  - Awareness of potential need for stress management techniques and available support for rescuers
- Considerations when providing CPR, including:
  - Upper airway and effect of positional change
  - Appropriate duration and cessation of CPR
  - Appropriate use of an AED
  - Safety and maintenance procedures for an AED
  - Chain of survival
  - How to access emergency services
- Techniques for providing CPR to adults, children and infants including:
  - How to recognise that a casualty is unconscious 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.

### Assessment Conditions

Each candidate to demonstrate skills in an environment that provides realistic in-depth, industry-validated scenarios and simulations to assess candidates' skills and knowledge.



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Due to the nature of this type of training, it is acceptable for the performance evidence to be collected in a simulated environment.

Compression and ventilation skills must be demonstrated on resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures.

Assessment must ensure access to:

- Adult and infant resuscitation manikins following ARC guidelines for the purpose of assessment of CPR procedures
- AED training devices
- Personal protective equipment (PPE)

Simulated assessment environments must simulate real-life situations where these skills and knowledge would be performed, with all the relevant equipment and resources of that workplace/community environment.

## Assessor requirements

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors and must hold this unit or demonstrate equivalent skills and knowledge to that contained within this unit.

## Conducted Assessments

All assessments will be conducted in English and the assessment methods include:

### Blended Learning

Blended learning entails that the Learner will study via a variety of learning methods. This course will be conducted by the following means:

#### Pre-Learning:

1. Option One: Written Materials: The Learner is sent their study materials prior to the course. The Learner is required to read the materials and answer the assessment questions. Allow for 1 to 2 hours to study and complete the assessment questions. The study materials and the completed assessments are brought with them when attending the classroom training session for a half day of practical work. Materials are reviewed and checked.
2. Option Two: e-learning: Learner is sent a link to access online learning materials and completes the theory aspect online. Allow for 1 to 2 hours read the online material and complete the assessment questions. Results are recorded automatically with the RTO. Then you attend a classroom training session for a half day of practical work

At the beginning of the day's session, just after the Course Introduction stage, Learners who have completed online eLearning will need to complete a "Knowledge Verification Assessment Questionnaire" by answering five (5) Assessment questions that they had previously answered as proof that their previous online answers were their own work. The assessment sheet notes that the Learner needs to achieve 100% at first attempt. Learners



who are unable to achieve a 100% result with the verifying questions will be asked to leave the course and talk with the office administration team about the matter.

### Face to Face:

1. Option One: Once the Learner has completed their pre-learning requirements, they attend a classroom training session for a half day of practical work covering all aspects of the subject matter. This involves the Trainer reviewing pre-studied materials to ensure that the Learner has attained the underpinning knowledge required to perform the required practical tasks.
2. Option Two: No pre-learning has been undertaken. The Learner attends a classroom training session for a half day of theory and practical work covering all aspects of the subject matter. Knowledge/theory and practical aspects are interwoven over the half-day

For each task, there will be a demonstration, practice session and then the assessment activity.

The following sectors will describe in detail the assessment process for each type.

### Knowledge Evidence

The Student must be able to demonstrate essential knowledge required to effectively complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the work role.

A theory assessment will be provided and can be completed as an “Open Book” assessment. You’ll be required to sign off on the completed assessment stating that it was your own work. A 100% mark is required for all theory assessments but you can have multiple attempts to correct the answers that were wrong.

Some questions may have more than one correct answer (Will be indicated by the question number being in bold with an asterisk \* e.g. \*5). Fill in all circles that are correct as you answer into the first row of each question (attempt 1). If you need to change an answer, simply cross the incorrect circle and fill in another one that you think is correct, e.g.    . If the assessor has marked the answer as incorrect (wrong), then you will need to redo the question in row 2 (Attempt 2).





If required, Students can reattempt the questions (Attempt 3) that were answered incorrectly. You should now circle the actual letters of A B **C** D to clearly indicate the third attempt as being different from the second or first.

For Blended Delivery courses where you do pre-learning, students are required to complete the theory assessment prior to attending the course. The completed assessment is to be submitted during your classroom session for the practical component.

For Non-Blended Delivery courses, the theory assessment is completed in class time with your subject matter workbook provided on the day of the course. The theory will be assessed at the conclusion of the course.

Oral questions will be asked throughout the day to help demonstrate the Student’s clear understanding of all topics covered in the course.



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## Performance Evidence

The Student must show evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, manage tasks and manage contingencies in the context of the job role.

Students will be placed into pairs and will conduct practical assessment tasks on each other with one conducting the task first, then swapping roles to allow the other student to do the task.





The trainer will set up pairs and arrange the necessary equipment, first aid products/supplies and classroom setup. It will be conducted in the classroom. The trainer will demonstrate the required task. Then the students will have a short period of time to practice after which you'll be required to demonstrate all steps of the task as an assessment. The task will be conducted without assistance of the trainer.

Students can have multiple attempts at each task if required.

## List of Assessment Tasks

All Learners will need to Demonstrate the Following Tasks:		
No:	Description of Assessment Activity Task	Requirements
M1	<b>Reassure &amp; display respect to casualty.</b> Apply during any scenario <ol style="list-style-type: none"> <li>1. Reassure the casualty in a caring and calm manner</li> <li>2. Obtain consent – as applicable</li> <li>3. Display respectful behaviour towards the casualty</li> <li>4. Make them comfortable using available resources</li> <li>5. Ensure casualty feels safe, secure and supported</li> </ol>	<b>Equipment:</b> N/A  <b>Resources:</b> N/A
M5	Accurately <b>request</b> and then <b>convey casualty's</b> and incident <b>details</b> to emergency response services during any scenario <ol style="list-style-type: none"> <li>1. Request emergency assistance using a mobile phone</li> <li>2. Say that someone is requiring CPR (<a href="#">Subject specific</a>)</li> <li>3. Hand over casualty to emergency response services</li> <li>4. Accurately convey incident details</li> <li>5. Accurately convey details of first aid rendered to the casualty</li> <li>6. Explain what resources / equipment that were used to help treat the casualty</li> </ol>	<b>Equipment:</b> <ul style="list-style-type: none"> <li>• Mobile phone</li> </ul> <b>Resources:</b> N/A



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No:	Description of assessment activity task	Requirements
C1	<p><b>DRSABCD.</b> Complete all steps:  <i>(Requires 2 learners: Learner 1, Learner 2, Both Learners)</i></p> <ol style="list-style-type: none"> <li>1. Approach the incident</li> <li>2. Identify, assess and minimise immediate hazards and any potential <b>Dangers</b> to self and others</li> <li>3. Remove casualty from dangers if required</li> <li>4. Assess scene for history, cause of injury</li> <li>5. Observe casualty for signs of injury <i>(Follow Task M1 as applicable)</i></li> <li>6. Ask witnesses or bystanders for information regarding incident or casualty's medical history</li> <li>7. Check for a <b>Response</b> using talk and touch. Ask casualty to squeeze hands (No response)</li> <li>8. Gently squeeze casualty shoulders. No Response. Assess casualty to be unconscious</li> <li>9. Ask or arrange for <b>someone to Send for Help, e.g. ring 000 / 112</b></li> <li>10. Check <b>Airway</b> for foreign material and clear if required by rolling on side and scooping out</li> <li>11. Airway clear. Tilt head (Casualty is in a supine position)</li> <li>12. Look, listen &amp; feel for normal <b>Breathing</b> for 10 seconds             <ol style="list-style-type: none"> <li>a. Place cheek near their mouth, look to see chest rise and place hand on stomach to feel for breathing</li> </ol> </li> <li>13. Unconscious / not breathing normally. <b>Send for an AED &amp; promptly commence C.P.R.</b></li> <li>14. Regurgitation occurs, move to recovery position, clear airway. <i>(Follow Task C6)</i></li> <li>15. Return to supine position. Continue by providing 1-person C.P.R. for 2 minutes. (5 cycles of compressions + ventilations – 30:2) <i>(Follow Task C2)</i></li> <li>16. <b>AED arrives at 2-minute mark demonstrate seamless changeover</b></li> <li>17. <b>Continues C.P.R.</b> Use AED &amp; follow voice prompts. <b>Continues C.P.R.</b> <i>(Follow Task C5)</i></li> <li>18. Accurately communicate details of occurrence and aid provided to emergency services <i>(Follow Task M5)</i></li> </ol>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Adult manikins</li> <li>• AED trainer device</li> <li>• Mobile phone</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Adult manikin lung bags</li> <li>• Manikin face shields</li> <li>• AED pad sets</li> <li>• Alcohol swabs</li> </ul>
C2	<p><b>C.P.R. – Adult Manikin:</b> <i>(Placed on floor) (Requires 2 learners: Learner 1, Learner 2, Both Learners)</i></p> <ol style="list-style-type: none"> <li>1. Place the dominant hand on the correct compression point – heel of the hand on the centre of chest</li> <li>2. Lock hands together, keeping fingers off chest, arms straight, shoulders above hands</li> <li>3. Press sternum to 1/3 depth of chest and achieve 30 compressions @ rate of 120 per minute (2 per second)</li> <li>4. To have full chest recoil after each compression (No bouncing or jabs)</li> <li>5. Give 2 rescue breaths observing chest rise &amp; fall, using manikin face shield</li> <li>6. Continue another 4 cycles of 30:2</li> <li>7. <b>At the 2-minute mark (after 5 cycles), demonstrate seamless changeover</b></li> <li>8. <b>Learners swap roles. Continues C.P.R. and attach AED (as per Task C5)</b></li> </ol>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Adult manikins</li> <li>• AED trainer device</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Adult manikin lung bags</li> <li>• Manikin face shields</li> <li>• AED pad sets</li> <li>• Alcohol swabs</li> </ul>



C4	<p><b>C.P.R. – Infant Manikin:</b> <i>(Placed on a firm surface)</i> (Requires 1 learner)</p> <ol style="list-style-type: none"> <li>1. Use DRS approach to the incident.</li> <li>2. Look in mouth for foreign matter and clear any foreign material with fingers.</li> <li>3. Open the airway by placing the infant head in a neutral / horizontal position.</li> <li>4. Look, listen and feel for normal breathing. <i>(not breathing normally)</i></li> <li>5. Place 2 fingers on the correct compression point</li> <li>6. Press sternum to 1/3 depth of chest and achieve 30 compressions @ rate of 120 per minute (2 per second)</li> <li>7. To have full chest recoil after each compression</li> <li>8. With head in horizontal position, support jaw, seal mouth over infant's mouth &amp; nose</li> <li>9. Give 2 gentle puffs of air &amp; observe chest rise &amp; fall, using manikin face shield</li> <li>10. Continue another 4 cycles of 30:2</li> </ol>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Infant manikins</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Infant manikin lung bags</li> <li>• Manikin face shields</li> <li>• Alcohol swabs</li> </ul>
<b>No:</b>	<b>Description of assessment activity task</b>	<b>Requirements</b>
C5	<p><b>Followed the prompts</b> of an Automated External Defibrillator (AED). <i>(To be incorporated with Task C1: Step 16.):</i> (Requires 2 learners: <b>Learner 1</b>, <b>Learner 2</b>)</p> <ol style="list-style-type: none"> <li>1. <b>Perform C.P.R.</b></li> <li>2. <b>Brings the AED unit. Demonstrate seamless changeover: Continues C.P.R</b></li> <li>3. <b>Unpack or open AED (Depends on brand)</b></li> <li>4. <b>Turn on AED</b></li> <li>5. <b>Follow voice prompts</b></li> <li>6. <b>Expose the casualty's chest. Clean and dry if required</b></li> <li>7. <b>Tear open electrode pads and remove protective cover</b></li> <li>8. <b>Apply pads to the correct positions on the casualty's chest. Avoiding any implants and medication patches.</b></li> <li>9. <b>Roll on so no air pockets</b></li> <li>10. <b>Continue to follow prompts: "Stand clear, do not touch the casualty". Check all clear and no dangers. Press shock button as advised. (No response)</b></li> <li>11. <b>Continues C.P.R.</b></li> </ol>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Adult manikins</li> <li>• AED trainer device</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Adult manikin lung bags</li> <li>• Manikin face shields</li> <li>• AED pad sets</li> <li>• Alcohol swabs</li> </ul>
C6	<p><b>Responded appropriately</b> in the event of <b>regurgitation</b> or vomiting during C.P.R. Roll the casualty <i>(or manikin)</i> into the <b>recovery position</b>:</p> <ol style="list-style-type: none"> <li>1. Place casualty's opposite arm at 90° angle away from their body</li> <li>2. Lift other arm across their chest and hold</li> <li>3. Lift closest knee until it bends</li> <li>4. Place hands on casualty's shoulder and hip and roll them gently onto their side</li> <li>5. Place casualty's knee on the ground to stabilise them</li> <li>6. Tilt casualty's head back slightly to open airway</li> <li>7. Using gravity, obvious fluids should drain</li> <li>8. Visible materials can be removed using the first aider's gloved hand</li> <li>9. Return to supine position &amp; recheck for breathing</li> <li>10. Continue C.P.R.</li> </ol>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Adult manikins</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Disposable gloves</li> </ul>
C7	Roll the casualty into the <b>recovery position</b> from a supine position for an <b>unconscious breathing casualty</b> :	<b>Equipment:</b> N/A



	<ol style="list-style-type: none"> <li>1. Place casualty's opposite arm at 90° angle away from their body</li> <li>2. Lift other arm across their chest and hold</li> <li>3. Lift closest knee until it bends</li> <li>4. Place hands on casualty's shoulder and hip and roll them gently onto their side</li> <li>5. Place casualty's knee on the ground to stabilise them</li> <li>6. Tilt casualty's head back slightly to open airway</li> <li>1. Monitor casualty, frequently checking airway and breathing.</li> </ol>	<p><b>Resources:</b> N/A</p>
C8	<p>Provided an accurate <b>verbal report</b> of an incident based on a completed scenario:</p> <ol style="list-style-type: none"> <li>1. Provide an accurate verbal report to the manager/supervisor of steps taken</li> <li>2. In line with statutory policies, maintain privacy and confidentiality of information</li> <li>3. Recognise possible psychological impacts on self, to other rescuer/s and onlookers such as children</li> <li>4. Debrief to address individual needs and concerns</li> <li>5. Evaluate and review effectiveness of the first aid response. Identify any possible improvements</li> </ol>	<p><b>Equipment:</b> N/A</p> <p><b>Resources:</b> N/A</p>

### Assessment: Scenario

Skills must be demonstrated working individually as the first aider using industry-validated scenarios and simulations.

Students will be split into two groups for the scenarios. One scenario per student will be undertaken. Half the class as individuals will be assigned roles as a casualty with a specified problem requiring first aid assistance.

Once the first student has successfully demonstrated the correct procedure for dealing with the first aid scenario, roles will be reversed and new scenarios assigned for the second student to demonstrate the correct procedure.

### Certification

The Student is required to satisfactorily complete all aspects of the training course in order to achieve competency and be issued with the relevant Statement of Attainment.

It is important to note that the HLTAID009 competency standards do require a level of physical ability to meet the evidence requirements for assessment. Students must be able to perform at least 2 minutes of uninterrupted CPR on an adult manikin placed on the floor. These standards relate to the level of performance required to provide resuscitation and respond to an emergency situation where there may be risk to life.

If a student has been found not-yet-satisfactory in any of the assessments, the student has the opportunity to re-sit their written or practical assessment. Details of reassessment process can be discussed with the RTO.

Where a Student does not have the ability to perform resuscitation tasks to the performance standard it is not appropriate to issue a statement of attainment to Students who are unable to meet the assessment requirements. In this case, the RTO will provide the Student with a non-accredited **certificate of attendance**, or similar, as an indication of their participation in the course.