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# 22556VIC Course in the Management of Asthma Risks and Emergencies in the Workplace

## Learner Assessment Guide





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## 22556VIC: Course in the Management of Asthma Risks and Emergencies in the Workplace

### Unit of Competency: VU22927 Manage asthma risks and emergencies in the workplace

#### Application

The incidence of asthma in Australia is increasing significantly and demand for training on asthma and related issues are increasing dramatically. This Course provides the skills and knowledge to be able to develop an asthma risk assessment and emergency management strategy to handle asthma episodes in the workplace. It provides background knowledge of the triggers, signs, symptoms and effects of asthma as well as emergency management..

#### Unit Mapping information

No equivalent unit.

#### Entry Requirements

As per [22556VIC](#) - Course in the Management of Asthma Risks and Emergencies in the Workplace, there are no pre-requisites. No prior experience is required. There are no barriers to entry on the grounds of age, gender, political or cultural background.

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 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 the required tasks and respond to a simulated emergency situation where there may be risk to life.

#### Foundation Skills

*The Foundation Skills describe those required skills (language, literacy, numeracy and employment skills) that are essential to performance.*

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

Learners enrolling in the 22556VIC Course in the Management of Asthma Risks and Emergencies in the Workplace are best equipped to successfully undertake the training if they have language, literacy and oral communication skills that align to Level 3 of the Australian Core Skills Framework (ACSF), see [ACSF](#) for more information.

Learners with language, literacy, and oral communication skills at levels lower than suggested above may require additional support to successfully undertake this course.



## Performance Criteria

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the required performance needed to demonstrate achievement of the element. Where <b>bold italicised</b> text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
<b>1. Prepare for an asthma episode within the workplace context</b>	<b>1.1 Identify individuals at risk</b> and obtain a copy of their personal Asthma Action Plan <b>1.2</b> Develop and document <b>risk assessment and emergency management strategies</b> within the <b>workplace context</b> for individuals identified with asthma and those presenting with asthma-like <b>signs and symptoms</b> <b>1.3</b> Develop and document a communication plan to raise awareness of asthma and its first aid management within the workplace <b>1.4</b> Review the effectiveness of the <b>workplace's Asthma Emergency Management Plan</b>
<b>2. Assess the emergency situation</b>	<b>2.1</b> Identify, assess and minimise <b>hazards</b> that may pose a risk to self and others <b>2.2</b> Evaluate the casualty's condition and recognise the signs and symptoms of an asthma episode <b>2.3</b> Assess <b>severity of asthma episode</b> <b>2.4</b> Determine <b>appropriate response</b> to ensure prompt control of the situation
<b>3. Apply the appropriate first aid procedures for an asthma episode</b>	<b>3.1</b> Reassure casualty in a caring and calm manner and make comfortable using available resources <b>3.2</b> Ascertain the casualty's medical history of asthma and check the availability of their personal Asthma Action Plan, their asthma reliever medication and their spacer <b>3.3</b> Identify, access and assess <b>resources and equipment</b> appropriate for the situation <b>3.4</b> Provide <b>appropriate emergency action for an asthma episode</b> that reflects the severity of the casualty's condition <b>3.5</b> Monitor casualty's condition in accordance with first aid principles and procedures and identify <b>signs immediate emergency assistance is required</b>
<b>4. Communicate details of asthma emergency incidents</b>	<b>4.1 Request</b> immediate assistance from emergency response services, where required, by calling 000 using appropriate <b>communication equipment</b> <b>4.2</b> Identify and seek <b>additional emergency assistance</b> that may be available within the organisation or workplace context, where required <b>4.3</b> Accurately convey details of casualty's condition and emergency actions undertaken to <b>relieving personnel</b> <b>4.4</b> Communicate information to <b>relevant others</b> as specified in casualty's personal Asthma Action Plan and/or organisational policies and procedures <b>4.5</b> Complete <b>required documentation</b> in a timely manner, presenting all relevant facts, in accordance with organisational policies and procedures



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## Element

Elements describe the essential outcomes of a unit of competency.

### 5. Evaluate responses to asthma emergencies

## Performance Criteria

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

- 5.1 Participate in workplace defusing relating to the asthma emergency incident to identify the need for **further support**, in accordance with organisational policies and procedures
- 5.2 Assess the workplace's response to the asthma emergency incident, in accordance with organisational policies and procedures
- 5.3 Make required changes to the risk assessment and emergency management strategies for individuals identified with asthma and those presenting with asthma-like signs and symptoms
- 5.4 Recommend required changes to the workplace's Asthma Emergency Management Plan
- 5.5 Communicate changes to the workplace's Asthma Emergency Management Plan to relevant parties within the workplace
- 5.6 Provide advice to casualty to consult with their physician to review their personal Asthma Action Plan, or to develop a Plan, as a result of the asthma episode



## Assessment Requirements

### Performance Evidence

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

There must be evidence that the candidate has completed the following tasks in line with state/territory regulations, first aid codes of practice, Peak Body guidelines, Australian Resuscitation Council (ARC) guidelines and workplace procedures

### Required skills:

- Observational skills to:
  - Recognise:
    - o Signs and symptoms of an asthma episode
    - o Severity of an asthma episode
  - Monitor casualty's condition
- Self-management skills to:
  - Respond appropriately to challenging situations and recognise the psychological impacts of medical emergencies on individuals
  - Control the situation according to established first aid principles prior to providing emergency response for an asthma episode
  - Apply asthma first aid skills in response to an asthma episode or suspected asthma episode
  - Comply with the workplace's incident recording requirements
  - Follow organisational policies and procedures
- Analysis Skills to:
  - Assess risks and hazards in an emergency situation
  - Evaluate the casualty's physical condition
  - Assess severity of an asthma episode
  - Determine appropriate response to the emergency
- Planning and organising skills to:
  - Develop risk minimisation strategies for the emergency management of asthma in accordance with legislative, regulatory and workplace requirements
  - Plan for contingencies
- Communication skills to:
  - Convey details of the casualty's condition and the asthma emergency to emergency services
  - Elicit required information from the casualty
  - Reassure and calm the casualty
- Literacy skills to:
  - Maintain accurate records and complete required reporting documentation
  - Read and interpret:
    - o Personal Asthma Action Plans
    - o Workplace Asthma Emergency Management Plans



- o Organisational policies and procedures
- o National Asthma Council's Asthma First Aid protocol
- o Labelling on asthma reliever medication and inhaler devices
- Initiative and enterprise skills to:
  - Contribute to the evaluation of responses to an incident in accordance with organisational policies and procedures

## Knowledge Evidence

The candidate 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.

### This includes required knowledge of:

- Appropriate action to take if:
  - There is uncertainty whether the casualty is experiencing anaphylaxis (severe allergic reaction) or an asthma episode
  - The event is possibly first-time asthma episode or not sure if casualty has asthma
  - A spacer or other equipment is not available
  - The casualty becomes unresponsive or unconscious after providing asthma first aid
- Composition and essential components of a workplace Asthma Emergency Management Plan
- Triggers for the review of a workplace Asthma Emergency Management Plan includes:
  - Following a severe or life-threatening asthma episode
  - Following recurrent asthma episodes
  - Planned review dates set at regular intervals and detailed within the plan
- Relevant organisational policies and procedures for the management of an asthma emergency
- Guidelines of asthma peak bodies
- Risk management and minimisation strategies contextualised to the specific workplace environment
- Environmental hazard identification and minimisation
- State or Territory regulatory requirements for asthma management relevant to workplace contexts
- Signs and symptoms of asthma
- Features that indicate severity of an asthma episode (mild/moderate, severe and life-threatening)
- Differences between an asthma attack and an asthma emergency
- Potential consequences of an asthma episode
- Common asthma triggers
- First aid principles and procedures for the emergency management of asthma; including personal Asthma Action Plans
- Common asthma medication
- Key features, functions and purposes of different types of asthma equipment and devices for adults and children



- Sources of medical assistance, including: designated first aiders, first aid officers, general practitioners, ambulance
- Organisational policies and procedures for workplace defusing following an emergency incident
- Purpose of defusing sessions and sources of further assistance
- State or Territory regulations, first aid codes of practice and workplace requirements for refresher training to maintain currency of competence

## Assessment Conditions

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.

Resources and equipment for the emergency management of asthma episodes should be made available, such as:

- Placebo asthma reliever medication inhaler device
- Single-use spacer
- Sample documentation, including:
  - Incident reporting documents
  - Personal Asthma Action Plans
  - Workplace Asthma Emergency Management Plans
- A person in the role of a simulated casualty for practical demonstration of skills
- Asthma First Aid protocol developed by National Asthma Council Australia

Assessment of asthma first aid procedures MUST be undertaken using a person in the role of a simulated casualty with the placebo puffer and spacer placed in their mouth (not to the side of the face).

## Assessor requirements

Assigned assessors will satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors.

## 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 1.5 hours to read the material and 0.5 hour to complete the assessment questions. The study materials and the completed assessments are brought with them when attending the classroom training session for a full day of practical work. Materials are reviewed and checked.



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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 1.5 hours to read the online material and 0.5 hour to complete the assessment questions. Results are recorded automatically with the RTO. Then you attend a classroom training session for a full 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 two (2) hours 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 four (4) hours.

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.

## 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 to Demonstrate the Following:		
No:	Description of Assessment Activity Task	Requirements
M1	<b>Reassure &amp; display respect to casualty.</b> Apply during scenarios <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 scenarios <ol style="list-style-type: none"> <li>1. Request emergency assistance using a mobile phone</li> <li>2. Say that someone is having an asthma attack (<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 was used to help treat the casualty</li> <li>7. Provide a copy of the persons Asthma Action Plan</li> </ol>	<b>Equipment:</b> <ul style="list-style-type: none"> <li>• Mobile phone</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Peter Student's personal Asthma Action Plan</li> </ul>
M6	<b>Communication, injury report form, debrief, and self-evaluation</b> during scenarios: <ol style="list-style-type: none"> <li>1. Communicate information to emergency contacts as specified in casualty's personal Asthma Action Plan</li> <li>2. Complete the incident/injury report form</li> <li>3. Provide advice to casualty to refer with their physician to review their personal Asthma Action Plan – (Complete in Follow Up section of Incident form)</li> <li>4. Provide an accurate report to the manager/supervisor of steps taken</li> <li>5. Reports are completed and submitted for consideration of any improvements</li> <li>6. Recognise possible psychological impacts on self, to other rescuer/s and children</li> <li>7. Talk with children about their emotions and responses to events</li> <li>8. Debrief to address individual needs and concerns</li> <li>9. Self-evaluate own performance</li> <li>10. Evaluate and review effectiveness of the management of the incident. Identify any possible improvements</li> </ol>	<b>Equipment:</b> <ul style="list-style-type: none"> <li>• Pens</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Incident/injury report form</li> <li>• Peter Student's personal Asthma Action Plan</li> <li>• Mobile phone</li> </ul>
M8	<b>Assess the emergency situation</b> during scenarios: <ol style="list-style-type: none"> <li>1. Physical hazards are identified and removed according to established first aid principles and procedures</li> <li>2. Risks to first aider and others are identified and appropriate response is determined</li> <li>3. Casualty's physical condition is evaluated and the signs and symptoms of an asthma / Anaphylactic episode and potential dangers are recognised and responded to</li> <li>4. Appropriate response is determined to ensure prompt control of the situation. Includes the sourcing of the correct equipment</li> <li>5. Request additional assistance such as fellow designated first aiders</li> <li>6. Access and read personal asthma/anaphylaxis action plan (where available)</li> </ol>	<b>Equipment:</b> <ul style="list-style-type: none"> <li>• Mobile phone</li> </ul> <b>Resources:</b> <ul style="list-style-type: none"> <li>• Peter Student's personal Asthma Action Plan</li> </ul>



No:	Description of Assessment Activity Task	Requirements
R2	<p><b>Strategies</b> are implemented to <b>reduce the risk</b> of an individual's exposure to known triggers/allergens</p> <ol style="list-style-type: none"> <li>Based on a Childcare Centre</li> <li>Use the "<b>Risk Minimisation Strategy</b>" form</li> <li>Arrange class into groups of 3 to 4</li> <li>Each group to complete</li> <li>Once finished, each group explains their results</li> </ol>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>Pens</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Risk Minimisation Strategy form</li> </ul>
R3	<p><b>Develop a communication plan</b> to raise awareness of asthma and/or allergic reactions, including anaphylaxis</p> <ol style="list-style-type: none"> <li>Based on a Childcare Centre</li> <li>Use the "<b>Communication Plan</b>" form</li> <li>Arrange class into groups of 4 to 6</li> <li>Each group to complete</li> <li>Once finished, each group explains their results</li> </ol>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>Pens</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Communication Plan form</li> </ul>
R5	<p><b>Develop a Workplace Asthma Emergency Management Plan</b> to raise awareness of Asthma</p> <ol style="list-style-type: none"> <li>Based on a Childcare Centre</li> <li>Use the "<b>Workplace Asthma Emergency Management Plan</b>" form</li> <li>Arrange class into groups of 3 to 4</li> <li>Each group to complete</li> <li>Refer to sample: Peter Student's personal Asthma Action Plan</li> <li>Once finished, each group explains their result</li> </ol>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>Pens</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Workplace Asthma Emergency Management Plan form</li> <li>Peter Student's personal Asthma Action Plan</li> </ul>
F1	<p>Applied first aid procedures for respiratory distress, including <b>asthma (Puffer/Spacer)</b>. Base the situation on Scenario - SA1:</p> <ol style="list-style-type: none"> <li>Primary (DRSABCD) &amp; secondary assessment (as applicable) (with Task M8)</li> <li>Recognise signs and symptoms of asthma</li> <li>Get reliever medication (puffer) and spacer and check action plan.</li> <li>Sit the casualty comfortably upright.</li> <li>Make them comfortable, loosen any tight clothing</li> <li>Stay with the casualty and be calm and reassuring (with Task M1)</li> <li>Read the puffer label and check if still in date</li> <li>Assemble spacer</li> <li>Remove puffer cap</li> <li>Insert puffer upright into the spacer</li> <li>Assist child the child to administer the puffer and spacer</li> <li>Follow the casualty's action plan for asthma, (Noted as 4x4x4 asthma protocol for reliever puffer) as follows:</li> <li><b>Shake medication well</b></li> <li><b>Have them place mouthpiece between their teeth and seal lips around it</b></li> <li><b>Press once firmly on puffer to release one puff into spacer</b></li> <li><b>Get casualty to take 4 breaths in and out of spacer</b></li> <li><b>Slip spacer out of mouth</b></li> <li>Repeat steps 13 to 17 another 3 times (For a total of 4 puffs)</li> <li>If not improved by 4 minutes, give another 4 puffs (Repeat steps 13 to 17)</li> <li>Replace cap onto puffer</li> <li>If the casualty still cannot breathe properly, immediately call 000 and say someone is having an asthma attack</li> </ol>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>Puffer – Training device</li> <li>Single use Spacer</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>Peter Student's personal Asthma Action Plan</li> </ul> <p><b>SPECIAL NOTE:</b> <i>Assessment of asthma first aid procedures MUST be undertaken using a person in the role of a simulated casualty with the placebo puffer and spacer placed in their mouth (not to the side of the face).</i></p>



No:	Description of Assessment Activity Task	Requirements
F1B	<p>22. Monitor and continue to give 4 puffs every 4 minutes until the ambulance arrives</p> <p>Applied first aid procedures for respiratory distress, including <b>asthma (Puffer only)</b>.            Base the situation on Scenario – SA2:</p> <ol style="list-style-type: none"> <li>1. Primary (DRSABCD) &amp; secondary assessment (as applicable) (with Task M8)</li> <li>2. Recognise signs and symptoms of asthma</li> <li>3. Get reliever medication (puffer) and refer to Generic action plan by NACA</li> <li>4. Sit the casualty comfortably upright.</li> <li>5. Make them comfortable, loosen any tight clothing</li> <li>6. Stay with the casualty and be calm and reassuring (with Task M1)</li> <li>7. Read the puffer label and check if still in date</li> <li>8. Remove puffer cap</li> <li>9. Assist child the child to administer the puffer and spacer</li> <li>10. Follow the Generic action plan by NACA for asthma, (Noted as 4x4x4 asthma protocol for reliever puffer) as follows:</li> <li>11. <b>Shake medication well</b></li> <li>12. <b>Have them place mouthpiece between their teeth and seal lips around it</b></li> <li>13. <b>Press once firmly on puffer to release one puff</b></li> <li>14. <b>Get casualty to hold breath for 4 seconds or as long as comfortable</b></li> <li>15. <b>Get casualty to breathe out slowly away from puffer</b></li> <li>16. Repeat steps 11 to 15 another 3 times (For a total of 4 puffs)</li> <li>17. If not improved by 4 minutes, give another 4 puffs (Repeat steps 11 to 15)</li> <li>18. Replace cap onto puffer</li> <li>19. If the casualty still cannot breathe properly, immediately call 000 and say someone is having an asthma attack</li> <li>20. Monitor and continue to give 4 puffs every 4 minutes until the ambulance arrives</li> </ol>	<p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Puffer – Training device</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• Asthma First Aid protocol developed by National Asthma Council Australia (Form: TV169)</li> </ul>

## 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. If you need to change an answer, simply cross the incorrect circle and fill in another one that you think is correct, e.g. ○○●✗

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.

Students can reattempt the questions that were answered incorrectly. You should now fill in the answer on the second row of circles.

If you require further attempts, circle the actual letters of A B C D to clearly indicate the third attempt as being different from the first or second.



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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.

### Assessment: Scenarios

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. Two scenarios 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. During this period, the other half of the class who will play the role of first aider have left the classroom.

Upon re-entry to the class, the first aiders will approach their assigned casualty and go through the whole first aid process. 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 Learner 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 22556VIC 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 the required tasks and respond to a simulated emergency situation where there may be risk to life.

If a Learner has been found not-yet-satisfactory in any of the assessments, the Learner has the opportunity to re-sit their written or practical assessment. The trainer can discuss details of the reassessment process with the Learner or the Learner can contact the RTO.

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