



**CPR First Aid**

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# 22578VIC Course in First Aid Management of Anaphylaxis

## Learner Assessment Guide





# 22578VIC: Course in First Aid Management of Anaphylaxis

## Units of Competency:

- **VU23090 Provide first aid management of anaphylaxis**
- **VU23091 Develop risk minimisation and risk management strategies for anaphylaxis**

## Application

Graduates of the 22578VIC Course in First Aid Management of Anaphylaxis will be able to:

- Recognise and assess severity of an allergic reaction and determine appropriate response; and to follow the Australasian Society of Clinical Immunology and Allergy (ASCIA) Action Plans or ASCIA First Aid Plan to provide appropriate first aid to a person experiencing anaphylaxis
- Develop strategies to identify, manage and minimise risks related to anaphylaxis. It provides the outcomes required to develop Individual Anaphylaxis Management Plans to reduce the risk of allergic reactions and the development of communication plans for the organisation.

## Unit Mapping information

No equivalent unit.

## Entry Requirements

As per [22578VIC](#) Course in First Aid Management of Anaphylaxis, 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.



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## 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.

Entrants to the course are best equipped to successfully undertake the training if they have language, literacy and oracy skills that align to Level 2 of the Australian Core Skills Framework (ACSF).

An example of an ACSF Level 2 competency is being able to read and comprehend the ASCIA Action Plan for Anaphylaxis, request appropriate emergency assistance at the scene of the incident and complete incident reports.

Learners with language, literacy and oracy skills at lower levels than those suggested may require additional support to successfully undertake the qualification.



## Performance Criteria

### VU23090 Provide first aid management of anaphylaxis

#### Element

*Elements describe the essential outcomes of a unit of competency.*

#### 1. Confirm an allergic reaction and respond to the situation

#### 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.*

1.1. Evaluate the casualty's condition and recognise ***signs and symptoms of an allergic reaction***, including anaphylaxis

1.2. Assess severity of allergic reaction to identify if the casualty is experiencing a mild/moderate or severe allergic reaction (anaphylaxis) and recognise an emergency situation

1.3. Identify and minimise ***risks and hazards***, without delaying administration of adrenaline, to ensure safety for self, bystanders and casualty

1.4. Determine required response in accordance with the relevant ***ASCIA Action Plan or ASCIA First Aid Plan***

1.5. Promptly obtain required ***resources and equipment***

1.6. Perform ***necessary checks*** of adrenaline injector to confirm its suitability for use and ***take appropriate action*** if identified as unsuitable

1.7. Display respectful behaviour towards casualty and reassure them in a caring and calm manner

#### 2. Provide appropriate first aid response for allergic reactions, including anaphylaxis

2.1 Follow the ASCIA Action Plan or ASCIA First Aid Plan and the organisation's emergency response procedures to provide a first aid response for allergic reactions, including anaphylaxis

2.2 Identify if the casualty has prescribed medications listed in their ASCIA Action Plan, and administer in accordance with the ASCIA Action Plan

2.3 Identify if the casualty has prescribed medications listed in their ASCIA Action Plan, and administer in accordance with the ASCIA Action Plan

2.4 Place casualty in the ***correct position*** for management of anaphylaxis

2.5 Promptly ***administer adrenaline using an adrenaline injector***, in accordance with the ASCIA Action Plan or ASCIA First Aid Plan

2.6 ***Monitor casualty's condition*** in accordance with current first aid principles and the ASCIA Action Plan or ASCIA First Aid Plan



## VU23090 Provide first aid management of anaphylaxis

### Element

*Elements describe the essential outcomes of a unit of competency.*

### 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.*

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|--|--|
| <b>3. Request assistance and communicate details of the incident</b> | <b>3.1</b> Request immediate medical assistance from emergency services following administration of adrenaline, using appropriate <b>communication equipment</b><br><b>3.2</b> Seek <b>additional emergency assistance</b> that may be available within the organization or workplace, where required<br><b>3.3</b> Accurately and concisely convey details of the casualty's condition and emergency first aid actions undertaken to <b>relieving personnel</b> , in a time critical manner<br><b>3.4</b> Communicate information to <b>relevant others</b> as specified in casualty's ASCIA Action Plan and/or organisational policies and procedures<br><b>3.5</b> Complete required documentation in a timely manner, presenting all relevant facts, in accordance with organisational policies and procedures |
| <b>4. Evaluate response to the anaphylaxis emergency incident</b>    | <b>4.1</b> Follow organisational procedures for post-incident support after an anaphylaxis emergency and identify <b>wellbeing supports</b> that are available<br><b>4.2</b> Assess the workplace's response to the anaphylaxis emergency incident, in accordance with organisational policies and procedures<br><b>4.3</b> Make recommendations for identified areas of improvement and communicate within organisation, in accordance with organisational policies and procedures  |



## VU23091 Develop risk minimisation and risk management strategies for anaphylaxis

**Prerequisite unit:** VU23090 - Provide first aid management of anaphylaxis

### Element

### Performance Criteria

*Elements describe the essential outcomes of a unit of competency.*

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

#### 1. Develop and review individual anaphylaxis management plans

- 1.1 Identify individuals at risk of mild to moderate allergic reactions and anaphylaxis, in accordance with organisational procedures
- 1.2 Obtain **medical information** from the individuals identified as being at risk
- 1.3 Prepare the **Individual Anaphylaxis Management Plan** in consultation with the individual and/or parent/carer/guardian and distribute, in accordance with organisational policies and procedures
- 1.4 Determine the **required review schedule** and undertake review of the Individual Anaphylaxis Management Plan, in accordance with organisational policies and procedures

#### 2. Develop and review strategies to minimise the risk of allergic reactions, including anaphylaxis

- 2.1 Undertake **risk assessment** for the **primary workplace location** and for any **proposed activities**
- 2.2 Develop **strategies** to reduce the risk of an individual's exposure to known triggers/allergens
- 2.3 Review effectiveness of risk minimisation strategies, in accordance with the required review schedule, and provide feedback to relevant staff
- 2.4 Develop schedule for undertaking regular checks on the adrenaline injector stock to ensure they are not out-of-date or discoloured

#### 3. Develop a communication plan to provide information about anaphylaxis and the organisation's management policy

- 3.1 Identify relevant **stakeholders** to facilitate efficient distribution of information
- 3.2 Prepare a communication plan, in accordance with the organisation's procedures
- 3.3 Prepare **information** relevant to the stakeholder cohort
- 3.4 Review communication plan, in accordance with the required review schedule to maintain its effectiveness

#### 4. Complete documentation

- 4.1 Comply with the organisation's recordkeeping requirements
- 4.2 Maintain documentation in accordance with organisational policies and procedures



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## 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:

- Reassure the casualty in a caring and calm manner and make them comfortable using available resources
- Apply first aid treatment for mild to moderate allergic reactions and anaphylaxis
- Position the casualty in an appropriate position for treatment, in accordance with the ASCIA Action Plan for Anaphylaxis
- Administer an adrenaline autoinjector correctly and promptly
- Convey casualty's details to emergency services accurately
- Complete incident/injury report forms
- Conduct a risk assessment and rate potential risks
- Work cooperatively with others
- Communicate effectively with a range of stakeholders
- Use high level literacy and numeracy skills as required to read, interpret, address and communicate guidelines, protocols and reporting requirements

### 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 knowledge of:

- The signs and symptoms associated with both mild to moderate allergic reactions and severe allergic reactions (anaphylaxis) and how to distinguish between them
- The triggers/allergens which cause allergic reactions
- First aid principles and procedures, including bringing medication to the casualty rather than moving them (unless it is necessary to remove them from an immediate danger, such as a beehive)
- ARC Basic Life Support Flowchart information
- If there is uncertainty, administer adrenaline as a priority before any other medications (e.g. Asthma reliever medication), as per ASCIA Action Plan for Anaphylaxis
- Anaphylaxis emergency response procedures for the workplace
- Requirements for replacement of the adrenaline autoinjector
- Documentation requirements
- Refresher training requirements for those undertaking this unit
- The identities of the people at risk, including children
- The triggers/allergens to avoid for mild to moderate reactions and anaphylaxis in individuals
- Understanding of the ASCIA guidelines for treatment of anaphylaxis
- Understanding of the relevant organisational policies and procedures



- Understanding of the relevant industry legislation and policies
- Mild to moderate allergic reactions and anaphylaxis and the potential consequences of the conditions
- Prevention strategies and risk identification and minimisation for people at risk
- The need to have the individual's ASCIA Action Plan for Anaphylaxis reviewed by a medical practitioner when the adrenaline autoinjector is replaced
- The need to review individual anaphylaxis management plan at the start of each school year for school aged children, and otherwise annually, as per organisational procedures.
- Sources of relevant information and guidelines

## 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 anaphylaxis episodes should be made available, such as:

- Current ASCIA Action Plan for Anaphylaxis (completed with simulated/sample medical information)
- Current ASCIA First Aid Plan for Anaphylaxis
- Mock casualty simulating an allergic reaction/anaphylaxis
- Adrenaline autoinjector trainer device
- Relevant workplace documentation, including organisational policies and procedures
- Sample Incident reporting documents are required.
- 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.

## Assessor requirements

Assigned assessors will satisfy the Standards for Registered Training Organisations (RTOs) 2015/AQTF mandatory competency requirements for assessors. In addition, it has been determined by industry that assessors must have higher level of knowledge and skills than that being assessed, such as nursing/medical, paramedic and/or additional study in the relevant subject area. To evidence this, they must have successfully completed the ASCIA Anaphylaxis e-training for health professionals.

In addition, trainers must maintain current competence in this course (22578VIC Course in First Aid Management of Anaphylaxis) and the ASCIA Anaphylaxis e-training for health professionals by undertaking refresher training every 2 years.

## 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 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.
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 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.

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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   | <p><b>Reassure &amp; display respect to casualty.</b> Apply during any scenario</p> <p>Reassure the casualty in a caring and calm manner</p> <p>Obtain consent</p> <p>Display respectful behaviour towards the casualty</p> <p>Make them comfortable using available resources</p> <p>Ensure casualty feels safe, secure and supported</p>   | <p><b>Equipment:</b> N/A</p> <p><b>Resources:</b> N/A</p>   |
| M3   | <p><b>Place the casualty</b> in an <b>appropriate position</b> for treatment, in accordance with the ASCIA Action Plan for Anaphylaxis as per steps: <i>(Position depends on scenario or example used)</i></p> <p>If conscious, lay them flat; OR</p> <p>If pregnant, use LEFT lateral recovery position; OR</p> <p>If vomiting, use recovery position and clear airway (refer to Basic Airway Management skills checklist); OR</p> <p>If unconscious, place in recovery position (Refer to Basic Airway Management skills: <i>Complete with Task C7</i>); OR</p> <p>If a small child, lay flat across lap; OR</p> <p>If breathing difficulty, allow to sit with legs in front, NOT on a chair, continually observe and lay flat if any change in conscious state.</p> <p>Casualty begins to vomit. Place casualty into a recovery position</p> <p>Do not allow them to stand or walk.</p>   | <p><b>Equipment:</b> N/A</p> <p><b>Resources:</b> N/A</p>   |
| M4   | <p>Administer an adrenaline autoinjector (<b>EpiPen</b>) correctly and promptly as per steps:</p> <p>Lay person flat. <i>(Complete with Task M3 – position depends on scenario or example used)</i></p> <p>Check that Medication is correct and that the EpiPen is safe to use (Expiry date, condition, dose, etc.)</p> <p>Form fist around EpiPen</p> <p>Pull off blue safety release</p> <p>Place orange end against outer mid-thigh (with or without clothing)</p> <p>Push down hard until a click is heard or felt and hold in place for 3 seconds</p> <p>Remove EpiPen</p> <p>Note the time the medication was given</p>  | <p><b>Equipment:</b> N/A</p> <p><b>Resources:</b> N/A</p>   |
| No:  | Description of Assessment Activity Task  | Requirements  |
| M2   | <p><i>The learner is to demonstrate management of an anaphylaxis event using a training autoinjector device. The simulation uses role-play based on a relevant anaphylaxis scenario as per scenario S1 or can be based on someone with anaphylaxis for whom the candidate has a duty of care.</i></p> <p><i>The Assessor provides the candidate with a description of the casualty as required for line 7 -Task M3 (Complete in conjunction with Tasks C7, M1, M3, M4, M5, M6, M8)</i></p> <p>Apply first aid treatment for <b>severe allergic reaction: anaphylaxis</b> (for a bee sting as per scenario One or as determined by the assessor). Follow steps:</p> <p>Demonstrate ability to assess the situation, taking into consideration risks and any physical hazards and control of the situation. <i>(Complete with Task M8)</i></p> <p>Quickly move the casualty to a safer area</p> <p>Assess the casualty for severity of allergic reaction</p> <p>Recognise the signs and symptoms of a mild to moderate allergic reaction</p> <p>Casualty is reassured in a caring and calm manner <i>(Complete with Task M1)</i></p> <p>Promptly place the casualty into the appropriate position <i>(Complete with Task M3 – position depends on scenario or example used)</i></p> <p>Flick out the sting if it can be seen</p> | <p><b>Equipment:</b> EpiPen Training Device</p> <p><b>Resources:</b> Personal ASCIA Action Plan for Anaphylaxis<br/>Instant cold pack</p> |



|    |  |   |
|----|--|---|
|    | <p>Stay with person and call for help.<br/>         Arrange for the responder to get plan and EpiPen<br/>         Condition worsens. Recognise as severe allergic reaction - anaphylaxis<br/>         Follow all the steps of the casualty's personal ASCIA Action Plan for Anaphylaxis<br/>         Give antihistamine (if prescribed)<br/>         Appropriately administer the correct treatment <i>(Complete with Task M4)</i><br/>         Accurately communicate details of the incident to Emergency Services <i>(Complete with Task M5)</i><br/>         Casualty's condition is monitored in accordance with first aid principles and procedures<br/>         Phone family/emergency contact.<br/>         Do not allow the casualty to move or walk around<br/>         Five minutes after first adrenaline dose, the casualty's condition has not improved, administer another dose, following manufacturer's instructions<br/>         Casualty becomes unconscious and is not breathing. Use basic airway management<br/>         Hand over casualty to emergency response services <i>(Complete with Task M5)</i><br/>         Follow up communication – Evaluate first aid response to Anaphylactic reaction and written report<br/> <i>(Complete with Task M6)</i></p> |   |
| M5 | <p>Accurately <b>request</b> and then <b>convey casualty's</b> &amp; incident <b>details</b> to emergency response services during a scenario<br/>         Request emergency assistance (CALL 000) using a mobile phone<br/>         Say that someone is having an anaphylactic reaction<br/>         Maintain contact for professional medical assistance<br/>         Hand over casualty to emergency response services<br/>         Accurately convey incident details<br/>         Accurately convey details of first aid rendered to casualty<br/>         Explain what resources / equipment that were used<br/>         Provide a copy of the person's ASCIA Action Plan for Anaphylaxis</p>  | <p><b>Equipment:</b><br/>N/A<br/> <b>Resources:</b><br/>         Personal EpiPen<br/>         ASCIA Action Plan for Anaphylaxis</p> |
| M6 | <p><b>Injury report form, debrief, and self-evaluation:</b><br/>         Complete the incident/injury report form based on any scenario<br/>         Provide an accurate report to the manager/supervisor of steps taken<br/>         Reports are completed and submitted for consideration of any improvements<br/>         Recognise possible psychological impacts on self, to other rescuer/s and children<br/>         Debrief to address individual needs and concerns<br/>         Self-evaluate own performance<br/>         Evaluate and review effectiveness of the management of the incident. Identify any possible improvements</p>   | <p><b>Equipment:</b> N/A<br/> <b>Resources:</b><br/>         Incident/injury report form</p>  |



| No: | Description of Assessment Activity Task   | Requirements  |
|-----|---|---|
| M8  | <p><b>Assess the emergency situation:</b><br/>Physical hazards are identified and removed according to established first aid principles and procedures<br/>Risks to first aider and others are identified and appropriate response is determined<br/>Casualty's physical condition is evaluated and the signs and symptoms of an Anaphylactic episode and potential dangers are recognised and responded to<br/>Appropriate response is determined to ensure prompt control of the situation. Includes the sourcing of the correct equipment<br/>Access and read personal ASCIA Action Plan for Anaphylaxis (where available)</p>   | <p><b>Equipment:</b><br/>N/A</p> <p><b>Resources:</b><br/>Personal EpiPen<br/>ASCIA Action Plan for Anaphylaxis</p> |
| C7  | <p><b>Basic Airway Management:</b><br/><i>(The Learner demonstrates the recovery position through simulation and role play, using a volunteer class participant as the simulated casualty)</i><br/>Check for a <b>Response</b> using talk and touch. Ask casualty to squeeze hands (No response)<br/>Gently squeeze casualty shoulders. No Response. Assess casualty to be unconscious<br/>Ask or arrange for someone to <b>Send for Help</b>, e.g., call 000 / 112 <i>(would already be done as part of Task M2)</i><br/>Check <b>Airway</b> for foreign material and clear if required by rolling on side and scooping out<br/>Airway clear. Tilt head (Casualty is in a supine position)<br/>Look, listen &amp; feel for normal <b>Breathing</b> for 10 seconds<br/>Place cheek near their mouth, look to see chest rise and place hand on stomach to feel for breathing<br/>Result: Casualty is unconscious but breathing normally<br/>Roll the casualty into the <b>recovery position</b> from a supine position for an <b>unconscious breathing casualty:</b><br/>Place casualty's opposite arm at 90° angle away from their body<br/>Lift other arm across their chest and hold<br/>Lift closest knee until it bends<br/>Place hands on casualty's shoulder and hip and roll them gently onto their side<br/>Place casualty's knee on the ground to stabilise them<br/>Tilt casualty's head back slightly to open airway<br/>Monitor casualty, frequently checking airway and breathing.</p> | <p><b>Equipment:</b><br/>N/A</p> <p><b>Resources:</b><br/>N/A</p>   |
| R1  | <p><b>Conduct a risk assessment</b> and rate potential risks<br/>Based on an excursion to a Dairy Farm<br/>Use the <b>"Excursion Risk Management Plan"</b> form<br/>Arrange class into groups of 3 to 4<br/>Each group to complete<br/>Once finished, each group explains their results</p>   | <p><b>Equipment:</b><br/>N/A</p> <p><b>Resources:</b><br/>Assessment form</p>                                       |
| R2  | <p><b>Strategies</b> are implemented to <b>reduce the risk</b> of an individual's exposure to known triggers/allergens<br/>Based on a Childcare Centre<br/>Use the <b>"Risk Minimisation Strategy"</b> form<br/>Arrange class into groups of 3 to 4<br/>Each group to complete<br/>Once finished, each group explains their results</p>   | <p><b>Equipment:</b><br/>N/A</p> <p><b>Resources:</b><br/>Assessment form</p>                                       |



|    |   |  |
|----|---|--|
| R3 | <b>Develop a communication plan</b> to raise awareness of allergic reactions, including anaphylaxis and overall review.<br>Based on a Childcare Centre<br>Use the “ <b>Communication Plan</b> ” form<br>Arrange class into groups of 4 to 6<br>Each group to complete<br>Once finished, each group explains their results | <b>Equipment:</b><br>N/A<br><b>Resources:</b><br>Assessment form |
|----|---|--|

| No: | Description of Assessment Activity Task  | Requirements  |
|-----|--|---|
| R4  | <b>Check</b> an adrenaline autoinjector <b>EpiPen</b> that is in stock on the premises:<br>Develop schedule for undertaking regular checks<br>Expiry date. Ensure they are not out-of-date<br>Good condition, not discoloured<br>Has not been used<br>Has been stored correctly  | <b>Equipment:</b><br>Check an (EpiPen) that is in stock on the premises<br><b>Resources:</b><br>N/A |
| R5  | <b>Develop an Anaphylaxis Management Plan</b> to raise awareness of allergic reactions, including anaphylaxis<br>Based on a Childcare Centre<br>Use the “ <b>Anaphylaxis Management Plan</b> ” form<br>Arrange class into groups of 3 to 4<br>Each group to complete<br>Once finished, each group explains their results | <b>Equipment:</b><br>N/A<br><b>Resources:</b><br>Assessment form                                    |
| R6  | <b>Identify individuals in Your Workplace Who Have Allergies</b><br>Based on a Childcare Centre<br>Use the “ <b>Identify individuals in Your Workplace Who Have Allergies</b> ” form<br>Arrange class into groups of 3 to 4<br>Each group to complete<br>Once finished, each group explains their results                | <b>Equipment:</b><br>N/A<br><b>Resources:</b><br>Assessment form                                    |



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## 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. **\*3**). 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.

## 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. 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. 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.



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## 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 22578VIC 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 anaphylaxis 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.