

Overview			
Cluster Skill Set Codes:	HLTAID001 – Provide cardiopulmonary resuscitation HLTAID002 – Provide basic emergency life support		
Course Title:	HLTAID002 - Provide Basic Emergency Life Support		
Training Package:	HLT	Training Package Version & release Date	V4 14 Mar 2018
Site Locations:	Perth and throughout regional WA		
Licensing/Regulations:	Recommended to requalify every three (3) years		
Training Time	The course is completed via a knowledge assessment and practical training and assessment component.		

Unit Descriptions			
<p>This course combines a cluster of two (2) Units of Competence (UOC). <u>The course describes the skills, knowledge and techniques required to:</u></p> <ul style="list-style-type: none"> • Perform cardiopulmonary resuscitation (CPR) in accordance with (IAW) the Australian Resuscitation Council (ARC) Guidelines • Recognise and respond to life-threatening emergencies • Provide a basic first aid response to a casualty in common first aid situations. <p><u>The course includes:</u></p> <ul style="list-style-type: none"> • Manage a casualty that is unconscious and breathing • Perform CPR on adult and infant casualties who are unconscious and not breathing • Access and operate an Automated External Defibrillator (AED) during a cardiac arrest • Provide CPR in accordance with ARC guidelines <p>The course applies to all workers who may be required to provide CPR, perform a first aid response in an emergency situation, including community and workplace settings, and can be contextualised to any workplace as required.</p>			

Performance Criteria			
HLTAID001			
<u>1. Respond to an emergency situation</u>			
1.1 Recognise an emergency situation			
1.2 Identify, assess and minimise immediate hazards to health and safety of self and others			
1.3 Assess the casualty and recognise the need for CPR			
1.4 Seek assistance from emergency response services			
<u>2. Perform CPR procedures</u>			
2.1 Perform cardiopulmonary resuscitation in accordance with ARC guidelines			
2.2 Display respectful behaviour towards casualty			
2.3 Operate automated external defibrillator (AED) according to manufacturer's instructions			
<u>3. Communicate details of an incident</u>			
3.1 Accurately convey incident details to emergency response services			
3.2 Report details of incident to workplace supervisor as appropriate			
3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies			
HLTAID002			
<u>1. Respond to an emergency situation</u>			
1.1 Recognise an emergency situation			
1.2 Identify, assess and minimise immediate hazards to health and safety of self and others			
1.3 Assess the casualty and recognise the need for first aid response			
1.4 Assess the situation and seek assistance from emergency response services			
<u>2. Apply appropriate first aid procedures</u>			
2.1 Perform cardiopulmonary resuscitation (CPR) in accordance with ARC guidelines			
2.2 Provide first aid in accordance with established first aid principles			
2.3 Display respectful behaviour towards casualty			
2.4 Obtain consent from casualty where possible			
2.5 Use available resources and equipment to make the casualty as comfortable as possible			

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- 2.6 Operate first aid equipment according to manufacturer's instructions
- 2.7 Monitor the casualty's condition and respond in accordance with first aid principles
- 3. Communicate details of an incident
- 3.1 Accurately convey incident details to emergency response services
- 3.2 Report details of incident to workplace supervisor as appropriate
- 3.3 Maintain confidentiality of records and information in line with statutory and/or organisational policies

Rationale For Clustering and Time Allocation

The course is provided as a combination of two units of competence; HLTAID001 - provide cardiopulmonary resuscitation and HLTAID002 - provide basic emergency life support.

The stand alone units themselves offer a crossover of information requirements and performance criteria, therefore have been clustered together with no effect to the integrity of either UOC.

Pre-requisites & Entry Requirements

- 1. Learners will be required to provide their *Unique Student Identifier* number prior to the commencement of the course (usi.gov.au to register).
- 2. Learners will be required to show a photo id on the day of course commencement.
- 3. Learners must have the necessary health and fitness to carry out the assessment requirements which are too; complete continuous 2 minutes of CPR on an adult manikin kneeling on the floor and 2 minutes of continuous CPR on an infant manikin. (Some learners may find the physical aspects of this training strenuous and will be asked to discuss any injuries or physical limitations, with the RTO staff prior to enrolment).
- 4. Learners are required to wear comfortable and loose fitting attire including; enclosed flat shoes, slacks and loose fitting shirt/t-shirt for both males and females.

Course Duration

The course is completed via knowledge assessment and in-class practical assessment over 8-10 hours. See Mode of Delivery.

Learner Target Market

This course is suitable for learners who:

- 1. Are required to provide an emergency response in a range of situations, including community and workplace settings.
- 2. Learners wishing to complete an assessment only element (RPL)

Client Market

Our general customer market for this particular program cover schools and transport services such as:

- a. Loreto Nedlands, Presbyterian Ladies College, Quintilian school
- b. Swan Transit

Pathways

Learners who complete this course may wish to complete HLTAID003 – Provide first aid or any unit from the HLT Training Package

Dress Code

Due to the nature of the course we recommend our learners wear casual comfortable attire (enclosed flat shoes, slacks and loose fitting shirt/t-shirt is recommended for both males and females).

Venue of Training

The course can be completed in any of RLSSWA locations or at a specific organisation as requested.

Our RTO utilises various venues throughout Perth. Listings of specific venues and course dates and times are available on our website at www.royallifesavingwa.com.au

Mode of Delivery

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To provide a holistic approach and ensure we meet the requirements of learner's current skills, knowledge, relevant experience and personal requirements, we conduct our training via a range of flexible learning modes.

Three (3), modes of delivery has been identified to complete this course.

Whilst we have identified the course may take 8-10 hours to complete, should we feel the learner has significant amount of relevant experience in these units of competence, it may be that they are able to proceed directly to the assessment only process (RPL). Alternatively if a learner is facing challenges and requires substantial preparation, learning support, language, literacy & numeracy assistance, reasonable adjustments and personal coaching, we may be required to increase the time in training.

Learners are offered the following mode of delivery options:

Mode of Delivery	Duration	Assessment
1 – Full Time Program Classroom based	Training and assessment which includes: 8-10 hour in-classroom knowledge and practical training and assessment, with full learning support.	In-classroom practical & knowledge assessments.
2- Flexible/Customised/Part-Time Program	Training and assessment which includes a more flexible approach to the delivery and assessment, to accommodate for clients and specific stakeholder needs.	In-classroom practical & knowledge assessments, conducted over a specific period or part time basis.
3 - RPL Program	1 full day assessment only, which includes: Attendance at our in-classroom practical <i>assessment only</i> program.	In-classroom practical assessments

Mode of Delivery - Full Program (class based)

Classroom based knowledge and practical training and assessment	<p>The classroom-based phase will be delivered over an 8-10 hour period, through class based knowledge and practical training and assessment tasks.</p> <p>Learners will complete practical based assessments to establish competency. If competency cannot be achieved through these methods the trainer will use alternative methods to ensure the learner has every opportunity to meet competence. On successful completion of the knowledge and practical summative assessments (final assessments) the learner will receive a <i>Statement of Attainment</i> (SOA) for the following units of competence:</p> <p>HLTAID001 – Provide cardiopulmonary resuscitation. HLTAID002 – Provide basic emergency life support</p>
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Mode of Delivery – Flexible/Customised/Part-Time Program

Classroom based practical assessment – over a period of time	<p>The classroom-based phase will be delivered <u>over a customised period of time, as per the requests and requirements of the stakeholder.</u></p> <p>Learners will complete practical based assessments to establish competency. If competency cannot be achieved through these methods the trainer will use alternative methods to ensure the learner has every opportunity to meet competence. On successful completion of the knowledge and practical summative assessments (final assessments) the learner will receive a <i>Statement of Attainment</i> (SOA) for the following units</p>
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	<p>of competence:</p> <p>HLTAID001 – Provide cardiopulmonary resuscitation.</p> <p>HLTAID002 – Provide basic emergency life support</p>
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Mode of Delivery RPL	
<p>1. RPL Program</p>	<p>Learners attending this phase will do so as recognition of prior learning (RPL).</p> <p>Learners will complete practical based assessments conducted over a full day, to establish competency. If competency cannot be achieved through this method the trainer will use alternative methods to ensure the learner has every opportunity to meet competence. On successful completion of the practical summative assessments the learner will receive a <i>Statement of Attainment (SOA)</i> for the following units of competence:</p> <p>HLTAID001 – Provide cardiopulmonary resuscitation.</p> <p>HLTAID002 – Provide basic emergency life support</p>

Proposed Course Outline – Classroom Phase			
Proposed schedule	Activity	Training and Learning Strategies (What will the trainer and learner do?)	Resource
	<p>Introduction/Icebreaker</p> <ul style="list-style-type: none"> • WHS considerations including evacuation procedures. Injuries or illnesses • Paperwork • Housekeeping • Introduction – Trainer and Students • Course Schedule • Complete and collect learner information sheets and Knowledge Assessment. • Reminder about USI's <p>Assessment 1 – Knowledge Assessment</p>	<ul style="list-style-type: none"> • Introduce yourself to class. • Talk about relevant evacuation procedures appropriate to venue. • Explain Work Health & Safety (WHS) concerns. • Cover off on the award sheet ensuring that all learners complete the form including visually inspection of their ID. • Explain the location of toilets and other facilities according to the venue. Mobile phone usage and toilet breaks. • Get the trainees to introduce themselves to the group including their relevant experience in first aid. • Discuss the course schedule, including when breaks will be available and including length of breaks. • Hand out Knowledge Assessment and discuss how it will be completed 	<p>Knowledge Assessment</p> <p>Course award sheet</p> <p>Learner Info sheets</p> <p>Assessor guide</p>
	<p>Assessment 2 – CPR - Single operator on an adult.</p>	<ul style="list-style-type: none"> • Advice learners of assessment criteria. • Demonstrate correct Primary Survey. • Demonstrate procedure • Learners practice procedure under direction • Learners practice procedure under observation. • Assess according to assessor guide. • Complete award sheet accordingly. 	<p>Adult Manikin</p> <p>Pocket Mask</p> <p>Gloves</p>
	<p>Assessment 3 – CPR - two operator and apply an AED on an adult.</p>	<ul style="list-style-type: none"> • Advice learners of assessment criteria. • Demonstrate correct AED placement and explain what an uninterrupted change 	<p>Adult Manikin</p> <p>Pocket Mask</p> <p>Gloves</p>

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		<ul style="list-style-type: none"> over is. • Demonstrate procedure • Learners practice procedure under direction • Learners practice procedure under observation • Assess according to assessor guide. • Complete award sheet accordingly. 	AED Trainer
	Assessment 4 – CPR - Infant.	<ul style="list-style-type: none"> • Advice learners of assessment criteria. • Demonstrate correct CPR on an infant. • Demonstrate procedure • Learners practice procedure under direction • Learners practice procedure under observation • Assess according to assessor guide. • Complete award sheet accordingly. 	Infant Manikin Disinfectant to clean manikins. Gloves
	Assessment 5 – Bleeding Control	<ul style="list-style-type: none"> • Advice learners of assessment criteria. • Demonstrate correct bleeding control methods. • Demonstrate procedure • Learners practice procedure under direction • Learners practice procedure under observation • Assess according to assessor guide. • Complete award sheet accordingly. 	Learners as “casualty”. Roller bandages. Dressings. Gloves
	Assessment 1 (section 1)	<ul style="list-style-type: none"> • Complete questions 1-16 (complete while practical assessment is ongoing and prior to moving to next section) 	
	Assessment 6 – Shock	<ul style="list-style-type: none"> • Advice learners of assessment criteria. • Demonstrate correct Shock treatment. • Demonstrate procedure • Learners practice procedure under direction • Learners practice procedure under observation • Assess according to assessor guide. • Complete award sheet accordingly. 	Learners as “casualty”. Thermal blanket. Gloves
	Assessment 7 – Asthma	<ul style="list-style-type: none"> • Advice learners of assessment criteria. • Demonstrate correct asthma treatment. • Demonstrate procedure • Learners practice procedure under direction • Learners practice procedure under observation • Assess according to assessor guide. • Complete award sheet accordingly. 	Learners as “casualty”. Gloves Reliever Spacer Pen and paper.
	Assessment 8 – Choking	<ul style="list-style-type: none"> • Advice learners of assessment criteria. • Demonstrate correct choking treatment. • Demonstrate procedure • Learners practice procedure under direction • Learners practice procedure under observation • Assess according to assessor guide. • Complete award sheet accordingly. 	Learners as “casualty”. Gloves Infant / Child manikin.

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	Assessment 9 – Allergic & Anaphylactic reactions	<ul style="list-style-type: none"> • Advise learners of assessment criteria. • Demonstrate correct treatment for allergic and anaphylactic reactions. • Demonstrate procedure • Learners practice procedure under direction • Learners practice procedure under observation • Assess according to assessor guide. • Complete award sheet accordingly. 	Learners as “casualty”. Gloves. Epipen trainers. Pen and paper.
	Assessment 10 – Simex	<ul style="list-style-type: none"> • Advise learners of assessment criteria. • Discuss what the scenario will be. • Give scenario prompts • Assess according to assessor guide. • Rotate casualties and responders • Complete award sheet accordingly. 	Learners as “casualty”. Gloves. Various first aid equipment, depending on scenarios. Labels / fake injuries.
	Assessment 1 (section 2)	<ul style="list-style-type: none"> • Complete questions 17-33 (complete while practical assessment is ongoing) 	
	Conclusion	<ul style="list-style-type: none"> • Explain certificate turnaround time (10 working days) • Ensure award sheet is signed and all learner information sheets are collected. • Dismiss class • Pack up / clean up room. 	

Assessment & Evidence Gathering Techniques

Evidence gathering techniques will be achieved from the following:

- Individual/Group assessments & role play
- Class participation and direct observation
- Practical application and demonstration
- Feedback and questions during the course
- Written & practical assessments (Formative and Summative)
- Assessment using the equipment required to complete the unit of study and task

The following matrix identifies the type of evidence that will be collected towards competency in order to enable judgments to be made. Assessors have flexibility (according to the requirements of the Training Package, including the assessment guidelines and units of competence) to accept other forms of evidence from individual learners. Employability skills are assessed in all assessment items as outlined in the mapping tools and training package.

Unit Code:	Unit Title:	Evidence Gathering Techniques Used:						
		A	B	C	D	E	F	G
HLTAID001 HLTAID002	1. Respond to an emergency situation	✓	✓	✓	✓			✓
HLTAID001 HLTAID002	2. Perform CPR procedures 2. Apply appropriate first aid procedures	✓	✓	✓	✓			✓
HLTAID001 HLTAID002	4. Communicate details of the incident	✓	✓	✓	✓			✓
Assessment Gathering Techniques	A = Direct observation/practical demonstration B = Oral questioning C = Written questioning (activities, Q&A, test/exam) D = Role play or simulated exercise							
Key:	E = Case study F = Workplace assignment							

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Assessment Details & Process

Learners will be assessed against the Performance Evidence:

HLTAID001

The candidate 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.

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

- Followed DRSABCD in line with ARC guidelines, including:
 - performed 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
 - 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
 - managed the unconscious breathing casualty
 - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
 - followed the prompts of an automated external defibrillator (AED)
- Responded to at least one simulated first aid scenario contextualised to the candidate’s workplace/community setting, including:
 - demonstrated safe manual handling techniques
 - provided an accurate verbal or written report of the incident

HLTAID002

- Followed DRSABCD in line with ARC guidelines, including:
 - performed 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
 - 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
 - managed the unconscious breathing casualty
 - followed single rescue procedure, including the demonstration of a rotation of operators with minimal interruptions to compressions
 - followed the prompts of an Automated External Defibrillator (AED)
- Responded to at least one simulated first aid scenario contextualised to the candidate’s workplace/community setting, including:
 - demonstrated safe manual handling techniques
 - provided an accurate verbal or written report of the incident
- Applied first aid procedures for the following:
 - allergic reaction
 - anaphylaxis
 - bleeding control
 - choking and airway obstruction
 - respiratory distress, including asthma
 - shock

The learner must also be able to demonstrate the following Knowledge Evidence:

HLTAID001

- State/Territory regulations, first aid codes of practice and workplace procedures including:
 - ARC Guidelines relevant to the provision of CPR
 - safe work practices to minimise risks and potential hazards
 - infection control principles and procedures, including use of standard precautions
 - requirements for currency of skill and knowledge
- Legal, workplace and community considerations, including:
 - awareness of potential need for stress-management techniques and available support following an emergency situation
 - duty of care requirements

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- respectful behaviour towards a casualty
- own skills and limitations
- consent
- privacy and confidentiality requirements
- importance of debriefing
- Considerations when providing CPR, including:
 - airway obstruction due to body position
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - chain of survival
 - standard precautions
- Basic anatomy and physiology relating to:
 - how to recognise a person is not breathing normally
 - chest
 - response/consciousness
 - upper airway and effect of positional change

HLTAID002

- State/Territory regulations, first aid codes of practice and workplace procedures including:
 - ARC Guidelines relevant to provision of CPR and first aid
 - safe work practices to minimise risks and potential hazards
 - Infection control principles and procedures, including use of standard precautions
 - requirements for currency of skill and knowledge
- legal, workplace and community considerations, including:
 - awareness of potential need for stress-management techniques and available support following an emergency situation
 - duty of care requirements
 - respectful behaviour towards a casualty
 - own skills and limitations
 - consent
 - privacy and confidentiality requirements
 - importance of debriefing
- considerations when providing basic emergency life support, including:
 - airway obstruction due to body position
 - appropriate duration and cessation of CPR
 - appropriate use of an AED
 - chain of survival
 - standard precautions
- principles and procedures for first aid management of the following scenarios:
 - allergic reaction
 - anaphylaxis
 - bleeding control
 - cardiac conditions, including chest pain
 - choking and airway obstruction
 - respiratory distress, including asthma
 - shock
 - stroke
- basic anatomy and physiology relating to:
 - considerations in provision of first aid for specified conditions
 - chest
 - how to recognise a person is not breathing normally
 - response/consciousness
 - upper airway and effect of positional change

Assessment Process

The assessments used to assess competence in this program includes:

1. A knowledge assessment.
2. The completion of Cardio Pulmonary Resuscitation on both an adult & infant resuscitation manikin.
3. Connecting an AED to a casualty and follow the instructions given.

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4. Competently and safely complete each step of the DRSABCD process
5. Apply first aid procedures
6. Respond to simulated exercises
7. Verbally report on an incident and complete a written First Aid Report
8. Demonstrate knowledge of relevant workplace safety regulations, codes, policies & procedures.

Assessment Tools

The assessment tools used by our RTO include the following components:

- The context and conditions for the assessment
- Brief to the learner
- Brief for the assessor
- The tasks to be administered to the learner
- An outline of the evidence to be gathered from the learner
- Judgement and observational tools
- Practical & Theory Assessment Instruments

Learner Support and Reasonable Adjustments

Learners are encouraged to advise the trainer of any language, literacy and numeracy support needs prior to commencement of the course so that reasonable adjustments can be made to delivery and assessment.

Learners will be encouraged to talk to their assessor to accommodate any alternative arrangements for delivery and assessment processes, in order to meet the needs of the learner (Flexibility). Staff will also monitor learner's progress throughout the program to ensure they receive any specific requirements they may need.

Where a specific need is identified, reasonable adjustment in the training and assessment program will be made to meet that requirement. This process will be undertaken by way of communicating with the learner to help identify specific training needs. For example; support for literacy and numeracy issues, extra time to complete the written component, change to assessment times/venues, considerations relating to gender and cultural beliefs; format of content and assessment materials, presence of a scribe.

All necessary adjustments will be accommodated.

Assessment Rules

If learner's first submission is deemed not satisfactory they will be allowed two further attempts. Learners are entitled to appeal if they are not satisfied with any portion of the assessment process or outcome they receive

RPL Process & Credit Transfer

All learners will be offered the opportunity for RPL.

RPL/credit transfer will be determined on initial interview and enrolment for each learner. Should the learner meet the evidentiary requirements of the standards via way of supporting evidence and documentation, an RPL audit will commence. This will be discussed on initial request with the learner. This will allow the opportunity for the learner to proceed directly to the classroom phase and complete the practical assessments.

Steps in the RPL Process

Step 1 – Applicant to provide information on skills and experience

Information of experience and qualifications is critical. Work history could include any of the following items:

*Any licenses/qualifications site training records; 3rd party references; letters from previous employers/supervisors; certificates/results of assessments; tickets held; job sheets; log books; membership to relevant professional associations; brief CV or work history overview; Indentures/Trade papers; photographs or work undertaken;

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Information from 3rd party referees must include, pertinent skills of the applicant and industry related so a precise decision can be made about the applicants competence level.

Step 2 – Conversation with Assessor

An assessor will review the information that has been provided so learners skills can be matched against the units of competence. At this point, both the learner and assessor will discuss and identify previous experience to confirm capability and currency.

Step 3 – Practical Demonstration of Skills

The learner will conduct the practical assessment skills test.

Step 4 – Assessment Feedback

After the assessment the learner will be provided with feedback with any skill gaps addressed and a statement of attainment awarded for the units of competence on successful completion.

Quality Assurance Process

Our quality assurance will be determined via:

- Employer Satisfaction Forms
- Course Evaluation Sheets
- Monitoring of the Training Package
- Discussions & consult with Industry and learner groups
- Monitoring industry requirements & trends
- Internal audits
- External audits
- Attendance at Department/Industry/VET seminars and workshops & Industry Surveys
- Stakeholder and industry involvement in the formulation and review of our Training & Assessment strategies

Training and Assessment Staff

The currency of trainers will be reviewed every 12 months during trainer requalification. Trainer reviews will be conducted for the highest qualification being assessed and the reviewers will be asked to view and provide feedback on our trainers and assessors. Our own internal review measure, has been developed to periodically review the instructional, technical and content delivery of our trainers. Vocational competence will be developed annually to maintain professional performance development in the industry and VET sector. This aids the continuous improvement of all the RTOs practitioners. Our RTO will ensure we have sufficient trainers and assessors, learner support services, learning materials, facilities & equipment for all the programs we hold on scope.

Key Training Staff	Delivery (D) Assessment (A) Supervised (S)	Training and/or Assessment Competencies	Vocational Competencies and Industry Skills
<i>Claire Housden Monet</i>	D & A	HLTAID001 HLTAID002 HLTAID003 HLTAID006 Certificate IV in TAE	First Aid officer for St John Ambulance Wanneroo BMX Race Track - Event Health Services
<i>Marlis Grosseholz</i>	D & A	HLTAID001 HLTAID002 HLTAID003 HLTAID006 Certificate IV in TAE	John Curtin College of the Arts - volunteer first aid officer for inter-school Lightning Sports Carnival Events. Injuries attended include - head bump, sprained wrist, bruised thigh, bee sting. Scarborough Junior Football Club - volunteer first aid officer for junior girls football games.

Training and assessment are conducted by trainers and assessors who:

- a) Have the necessary training and assessment competencies at least to the level being delivered or assessed.
- b) Have the relevant vocational competencies at least to the level being delivered or assessed.

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- c) Continue developing their vocational and training and assessment competencies to support continuous improvements in delivery of our services.

Information Provided To Learners Prior To Commencement of Course

All learners prior to commencement of the course & during induction, will be given information on subject matter such as:

- Language Literacy and Numeracy
- Code of Conduct
- Code of Practice
- Grievances and appeals
- Information regarding Recognition of Prior Learning (RPL)
- How assessments will be conducted
- What the structure and outcomes of the study entails
- Where the training will be conducted
- Any resources each learner will require
- Who to contact if issues arise prior to or during the course.

This information is provided on our website including a downloadable brochure.

Certification Obtained

A *Statement of Attainment (SOA)* will be awarded on the successful completion of the program which will include:

HLTAID001 – Provide cardiopulmonary resuscitation.

HLTAID002 – Provide basic emergency life support

Learners will receive the SOA no later than 30 days after the competency has been achieved.

Feedback

Feedback will be collected and analysed to assist with continuous improvement processes. Learners and trainers/assessors are given opportunities to provide feedback during the course and after each course completion. Learners and assessors will also participate in the internal review procedure.

Data will be actioned and submitted via our management meetings and flows through to the review of our Training & Assessment Strategy and other documentation. Industry experts will review and comment on our TAS annually.

Industry Engagement

Our RTO is well placed to leverage off current industry associations to incorporate industry requirements into the training and assessment process. Consultation with enterprise and other industry sectors will provide information about current training and assessment requirements relevant to regulatory, industry and workplace requirements. We will engage with industry in the ongoing validation of our assessment tools and processes ensuring industry needs and requirements are being met. Examples of recent industry engagement include:

Consultation Date	Industry Advisor	Position	Experience & Qualifications
8 th August 2018	Tony Head	Executive Officer – LIWA Aquatics	Tony Head: CEO of LIWA Aquatics is the peak body for the Aquatic Recreation Industry in WA acting as the Professional Association for Pool Managers. In the industry over 20 years he offers high level expertise in Aquatics.
9 th August 2018	Tanika Buscombe	Aquatics Supervisor – TT Aquatic Centre, City of Stirling	Tanika Buscombe: Aquatics Supervisor TT Aquatic Centre, City of Stirling. Organises and provides first aid training for staff at the City Of Stirling TT Aquatic Centre.

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16 th August 2018	John East	Fremantle Leisure Centre Manager	John East has over 20 years experience as the Manager of Fremantle Leisure Centre. He is a board member of the peak body of swimming pool managers – LIWA Aquatics. He provides consultation to Singapore, Indonesia and throughout WA
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Learning and Assessment Resources

All training resources have been developed by RLSSWA.

Resources specific for the Trainer/Assessor to deliver the unit are:

- Theory Assessment (Learner)
- Theory Assessment (Assessor)
- Practical Assessment (Learner)
- Practical Assessment (Assessor)
- First Aid Report
- Mapping Matrix
- Program Manual
- Training & Assessment Strategy

Training equipment includes:

Adult Manikins 1 between 2

Infant manikins 1 between 2

AED 1 large training device for demonstration

AED 5 mini training devices for learner use 5 per 20

adult and infant resuscitation manikins in line with ARC Guidelines for the purpose of assessment of CPR procedures

adrenaline auto-injector training device

AED training device

placebo bronchodilator and spacer device

roller bandages

triangular bandages

workplace First Aid kit

First aid training kits- triangular bandage, crepe bandage, disposable resuscitation face shield, emergency rescue blanket, mini spacer, gloves and 1 per learner

Epipen- 5 per class

Asthma puffers 5 per class

Validation

In order to ensure the training and assessment products presented by RLSSWA are of the highest possible standard, all our training and assessment products are required to be reviewed by the peak body (LIWA) with evidence reflected in our industry engagement register. Furthermore, internal and external audits and validations are conducted annually by the following personnel:

Some examples of individuals who are used to carry out this validation process are:

- Trainers working in the Pre-hospital, Ambulance & First Aid sectors
- Active Emergency Response Officers from both industrial and sports and recreation backgrounds
- Trainers and assessors from other likeminded training and assessment organisations
- External validators from a consultancy agency, who are not directly involved with the RTO
- LIWA CEO
- Subject matter experts and noted industry consultants from peak bodies and industry agencies

Some of the processes carried out as part of the validation process are as follows:

- In house trainer reviews, in order to evaluate training by way of an observational tool utilised by industry/training and risk specialists.
- Training needs analysis forms that are sent to and completed by stakeholders who may require their staff to complete our training program.
- Validation procedures completed by a select group of individuals whom are not part of the organisation, but possess vast experience in the skills, knowledge or documents to be validated.

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- Feedback from Learners on evaluation forms after course completion.
- Feedback forms which are sent to management and / or stakeholders at the completion of programs.
- Industry engagement & consultation.
- Review of the Training & Assessment Strategy by industry experts.

Validation will be updated via our Compliance Validation register and maintained via our Validation Plan. All validation processes will be managed within our Validation Data Folder under Standard 2.

Infrastructure Requirements

- Suitable classrooms with equipment and resources
- All trainers, including full-time, part-time and casual trainers involved in the delivery and assessment of this qualification, have direct access to the current version of the relevant course documents and Training Packages which include the appropriate units of competency, assessment guidelines and qualification structure.
- All trainers, as above, involved in the delivery of the course, have access to trainer, assessor and trainee support materials relevant to their areas of delivery and assessment.
- All assessors have access to print and electronic copies of the assessment instruments that are used in this course.
- Clients have access to staff and training/assessment resources to ensure the course meets their requirements.
- All trainers, as above, have support access to resources to help students with special needs and have an assessment process that incorporates reasonable adjustment procedures.
- The classrooms, facilities, equipment and resources are suitable for each unit of competency in the qualification.

Endorsement

M. Grosseholz -Senior Trainer	M. Grosseholz	18 th August 2018
A Phillips – Compliance Manager	A. Phillips	18 th Aug 2018
I Brown – General Manager	I. Brown	24 th Aug 2018

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Review Process		
Reviewed By:	Subject Matter Expert – Marlis Grosseholz	
Reviewed By:	Compliance Manager– Portfolio	
Approved By:	General Manager – Operations Manager	
Risk Rating:	Review Cycle:	Review Date:
Extreme	Annual	1 st July 2019
References:		
Statutory:	The Standards for RTO's 2015	
Industry:	Education and Training	
Royal Life Saving Society WA:	Registered Training Organisation	
Document Location:	RTO Compliance Folder – Standard 1	
Version Control	Description	
1	New version created	
2	Added specific assessment details	
3	Added entry requirements and mode of delivery detailed script	
4	Staff notated in document, fee removed, resources list reviewed	
5	Entire document reviewed and amended.	
6	Revised entire document, added content from the UOCs	

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