

This is to certify that the curriculum document

21658VIC Course in Automated External Defibrillation

**21659VIC Course in First Aid Management of
Anaphylaxis**

21660VIC Course in Basic Oxygen Administration

Version 4

has been accredited under Part 3 of the
Victorian Qualifications Authority Act 2000

Accredited for the period 1 July 2005 to 30 June 2010



Version 4 modified April 2008 updates contact details in Part A. Part B course documentation has been amended to reflect *AQTF 2007: Essential Standards for Registration*.

In addition it incorporates modifications to the *21659VIC Course in First Aid Management of Anaphylaxis*:

- Addition of VPAU320 Develop risk minimisation and management strategies for allergic reaction and anaphylaxis
- Removal of the entry requirement (demonstrate current competence in Cardiopulmonary Resuscitation).
- Renaming of VBP434 to *Provide first aid management of severe allergic reactions and anaphylaxis*

Version 3 incorporates modifications to the *21659VIC Course in the Administration of Adrenalin using a Controlled Dose Adrenalin Injecting Device for Anaphylaxis* was modified to reflect industry needs including:

- ~ Course re-titled to *Course in First Aid Management of Anaphylaxis*
- ~ The inclusion of the fourth element, *Evaluate first aid response to Anaphylactic reaction* and performance criteria to Unit *VBP434 Administer Adrenalin for an Anaphylactic Reaction*
- ~ Additions to Knowledge and Skills, Range Statements and Evidence Guide to Unit *VBP434 Administer Adrenalin for an Anaphylactic Reaction*

Version also contains changes to the copyright, and licensing and franchising information in Section A.

Version 2 Modified February 2006 to include Statement in Part B Item 2.1 Industry Needs, *and in* Item 4 Course Rules:

‘Due to industry requirements, first aid workers need to demonstrate current competency every 12 months in the following units of competency:

- ~ VBP432 Apply automated external defibrillation
- ~ VBP433 Apply oxygen resuscitation/oxygen therapy
- ~ VBP434 Administer adrenalin for anaphylactic reaction”

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Section A: General Information

Section A: General Information

<p>1. Course developer</p>	<p>Human Services Curriculum Maintenance Manager Swinburne University of Technology (RTO Number 3059)</p>
<p>2. Address</p>	<p>PO Box 218 Hawthorn Vic 3122</p>
<p>3. Contact details for course developer</p>	<p>Human Services Curriculum Maintenance Manager Telephone: (03) 9214 5034 Facsimile: (03) 9214 5026 Email: cmmhs@swin.edu.au</p>
<p>4. Type of submission</p>	<p>Accreditation</p>
<p>5. Copyright information</p>	<p>Published by the Department of Innovation, Industry and Regional Development, Victoria © State of Victoria 2007</p> <p>This work is copyright. It may be reproduced in whole or in part for study or training purposes, subject to the inclusion of an acknowledgement of the source.</p> <p>Apart from any use permitted under the Copyright Act 1968, it is not to be used for commercial use or sale.</p> <p>Copies of this publication can be downloaded free of charge from Training Support Network website http://trainingsupport.otte.vic.gov.au</p> <p>Copies can also be obtained from the Clearinghouse, Human Services Curriculum Maintenance Manager.</p>
<p>6. Licensing and franchise</p>	<p>This curriculum document is available under the AShareNet 'P' licence mark. A licence comes into effect when this document is legitimately acquired or accessed. A request for a licence is not needed. See full licence details at http://www.aesharenet.com.au/P4.</p>  <p>Requests for other use should be addressed to:</p> <p>Department of Innovation, Industry and Regional Development General Manager, Training Operations Division PO Box 266 Melbourne VIC 3001.</p>
<p>7. Course accrediting body</p>	<p>Victorian Registration & Qualifications Authority Level 6, 35 Spring Street Melbourne 3000 Telephone: (03) 9637 2806</p>

8. AVETMISS information	<i>Classification codes for:</i>	
	ASCO code: <i>(Australian Standard Classification of Occupations - occupational type)</i>	2399 Other health professionals
	ANZSIC code <i>(Australia and New Zealand Standard Industrial Classification - industry type)</i>	8639 Health services NEC
	ASCED code <i>(Field of Education)</i>	0699 Other Health
	National course code	21658VIC Course in Automated External Defibrillation 21659VIC Course in First Aid Management of Anaphylaxis 21660VIC Course in Basic Oxygen Administration
9. Period of accreditation	1 July 2005 to 30 June 2010	

Section B: Course Information

Section B: Course Information

<p>1. Nomenclature</p> <p>1.1 Name of the qualification</p> <p>1.2 Nominal duration of the course</p>	<p>Course in Automated External Defibrillation Course in Basic Oxygen Administration Course in First Aid Management of Anaphylaxis</p> <p>Course in Automated External Defibrillation – 4 hours Course in Basic Oxygen Administration – 4 hours Course in First Aid Management of Anaphylaxis – 4 hours</p>
<p>2. Development of the course</p> <p>2.1 Industry/enterprise/ community needs</p>	<p>Accreditation Standard 27.1</p> <p>In 2004 the Curriculum Maintenance Manager (CMM) Human Services undertook a project to develop two short courses, 21592VIC Course in First Aid Level 1 – Emergency Life Support and 21593VIC Course in First Aid Level 2 – Provide First Aid. This generic first aid training addressed the need of a significant number of industry sectors. During the development three specialised areas of first aid training were identified that were not adequately covered by existing Training Package units. The areas were Automated External Defibrillation, Oxygen Administration and Anaphylaxis.</p> <p>The development of these three short courses, Course in Automated External Defibrillation, Course in Basic Oxygen Administration and Course in the Administration of Adrenalin using a Controlled Dose Adrenalin Injecting Device for Anaphylaxis, in 2005 has been funded by the Office of Training and Tertiary Education under the annual curriculum development fund.</p> <p>There are no endorsed units of competency specifically for Automated External Defibrillation, Basic Oxygen Administration and the Administration of Adrenalin using a Controlled Dose Adrenalin Injecting Device for Anaphylaxis. However, there are endorsed units of competency in the HLT02 Health Training Package that relate to First Aid and Training in Automated External Defibrillation, Oxygen Administration and Anaphylaxis. These competencies are HLTFA1A Apply Basic First Aid and HLTFA2A Apply Advanced First Aid and include Automated External Defibrillation, Oxygen Administration and Anaphylaxis in the Range Statements and as such, do not provide discrete training in Automated External Defibrillation, Oxygen Administration and Anaphylaxis.</p>

The development of units in the three new courses has been informed by HLTF1A Apply Basic First Aid and HLTF2A Apply Advanced First Aid from the HLT02 Health Training Package.

Consultation with key first aid providers was undertaken in the development of the three new courses. See details of composition of Steering Committee at the conclusion of 2.1.

Automated External Defibrillators (AEDs) are used to provide essential immediate treatment to a casualty suffering cardiac arrest. Non-medical personnel are using AEDs in many public areas because traditional emergency responders cannot respond in the short time to perform resuscitation. Training non-traditional responders to use AEDs and provide resuscitation until the arrival of medical assistance is a practical and appropriate solution to the problem. The evidence to date indicates that the early defibrillation provided improves survival from cardiac arrest where AEDs were used as part of a first responder program.

St Johns Ambulance and the Australian Red Cross have identified the need for training to cover oxygen administration for the first aid management of the breathing and non-breathing casualty. Oxygen administration constitutes a significant part of first aid management.

There is also a need for first aiders to assist with the administration of adrenalin to casualties who have access to a controlled dose adrenalin injecting device as part of their anaphylaxis management plan, in the event of a casualty having a severe allergic reaction. The training is in response to the increasing number of individuals in the population with the potential to experience an anaphylaxis allergic reaction.

Due to industry requirements, first aid workers need to be able to demonstrate current competency every 12 months in the following units of competency:

- VBP432 Apply automated external defibrillation
- VBP433 Apply oxygen resuscitation/oxygen therapy
- VBP434 Provide first aid management of severe allergic reactions and anaphylaxis

The members of the Steering Committee were as follows:

Brian Spencer/Sue Picot, Community Services and Health Industry Training Board
Alexis Colgan/Marcia Gleeson, Professional Officers, Australian Nursing Federation

John Morris, Course Co-ordinator First Aid, University of Ballarat
Graeme Furnston, First Aid Training and Development Officer, Australian Red Cross
Maxine Lehane, Training Manager, St Johns Ambulance
Joanne Wilson, Curriculum Manager, Premium Health P/L
John Lippmann, Divers Alert on behalf of Australian Resuscitation Council (Vic Branch)
Alan Daniel, CMM Business Industries
Anne Lechte, CMM – Health and Community Services

In 2007, the *21659VIC Course in the Administration of Adrenalin using a Controlled Dose Adrenalin Injecting Device for Anaphylaxis* was modified to reflect industry needs. The changes included:

- ~ Course was re-titled to *Course in First Aid Management of Anaphylaxis*
- ~ The inclusion of the fourth element, *Evaluate first aid response to Anaphylactic reaction* and performance criteria to Unit *VBP434 Administer Adrenalin for an Anaphylactic Reaction*
- ~ Additions to Knowledge and Skills, Range Statements and Evidence Guide.

The document was also modified to reflect current information to copyright, and licensing and franchising in Section A.

In 2008 *21659VIC Course in First Aid Management of Anaphylaxis* was again modified. There had been a number of significant changes within the community regarding the awareness of the need for comprehensive strategies to be in place to manage allergic reactions and anaphylaxis. In addition the Children's Services and Education and Training Reform (Anaphylaxis Management) Amendment Bill 2007 will require schools and child care centres to provide accredited training to staff in the management of anaphylaxis. Industry therefore recommended that a training program be developed on the recognition, prevention and implementation of risk minimisation strategies. The changes included:

- Addition of VPAU320 Develop risk minimisation and management strategies for allergic reaction and anaphylaxis
- Removal of the entry requirement (demonstrate current competence in Cardiopulmonary Resuscitation).
- Renaming of VBP434 to *Provide first aid management of severe allergic reactions and anaphylaxis*

2.2 Review for reaccreditation	Not applicable
3. Course outcomes	Accreditation Standards 28.1.a & 28.1.c
3.1 Qualification level	<p>These three courses are short courses and therefore do not have an AQF level.</p> <p>Course in Automated External Defibrillation is a short course designed to develop skills and knowledge to provide automated external defibrillation until the arrival of medical assistance.</p> <p>Course in Basic Oxygen Administration is a short course designed to develop skills and knowledge to provide oxygen resuscitation the provision of oxygen therapy and to support the casualty until the arrival of medical assistance.</p> <p>Course in First Aid Management of Anaphylaxis, is a short course designed to develop skills and knowledge to assist a casualty suffering a severe allergic reaction, by the administration of the casualty's own adrenalin supply through a controlled dose injecting device, until the arrival of medical assistance. In addition the course develops skills in the recognition, management, prevention and risk minimisation strategies related to allergic reactions and anaphylaxis, providing the outcomes required to develop and implement a management plan to reduce the risk of severe reactions in individuals diagnosed with anaphylaxis.</p>
3.2 Competency standards	There are no endorsed units of competency used in the three short courses.
3.3 General competencies	See Appendix 1
3.4 Recognition given to the course	Not applicable
3.5 Licensing/regulatory requirements	Not applicable
4. Course rules	Accreditation Standard 28.1.d & 28.1.g
4.1 Course structure	

Unit of competency code	Field of Education code (6-digit)	Unit of competency title	Nominal hours
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Course in Automated External Defibrillation – 4 hours (total course hours)			
To receive a Statement of Attainment for this course, participants must complete the one unit of competency satisfactorily			
VBP432	069907	Apply automated external defibrillation	4

Course in Basic Oxygen Administration – 4 hours (total course hours) To receive a Statement of Attainment for this course, participants must complete the one unit of competency satisfactorily			
VBP433	069907	Apply oxygen resuscitation/oxygen therapy	4

Course in First Aid Management of Anaphylaxis –4 hours (total course hours) To receive a Statement of Attainment for this course, participants must complete the two units of competency satisfactorily. Participants who do not successfully complete all the requirements for the course will be issued with a Statement of Attainment listing those units attained.			
VBP434	069907	Provide first aid management of severe allergic reactions and anaphylaxis	2
VPAU320	069907	Develop risk minimisation and management strategies for allergic reaction and anaphylaxis	2
TOTAL HOURS			4

4.2 Entry requirements

Course in Automated External Defibrillation – participants must be able to demonstrate current competence in Cardiopulmonary Resuscitation.

It is further recommended that participants have literacy and numeracy competencies equivalent to National Reporting System (NRS) Level 2.

An example of NRS Level 2 for all three short courses is requesting appropriate emergency assistance at the scene of the incident.

Course in Basic Oxygen Administration – participants must be able to demonstrate current competence in Cardiopulmonary Resuscitation.

It is further recommended that participants have literacy and numeracy competencies equivalent to National Reporting System (NRS) Level 2.

Course in First Aid Management of Anaphylaxis - it is recommended that participants have literacy and numeracy competencies equivalent to National Reporting System (NRS) Level 2.

Procedural Communication	Cooperative Communication	Systems Communication	Public Communication
Uses language, literacy and numeracy to perform procedures	Uses language, literacy and numeracy to participate in teams and groups	Uses language literacy and numeracy to participate in the activities, structures and goals of an organisation	Uses language literacy and numeracy to participate in community structures and activities

4.3 Pathways

Recognition of Current Competencies will be offered. The three short courses will be generally completed on a full-time basis and could be undertaken as part of work based learning.

4.4 Customisation

There are no customisations permitted in Course in Automated External Defibrillation, Course in Basic Oxygen Administration or in the Course in First Aid Management of Anaphylaxis.

No changes to the units, elements, performance criteria, range statement or critical aspects of evidence are permitted.

5. Assessment

5.1 Assessment strategy

Accreditation Standard 28.1.b

Assessment strategies must comply with Standard 1 of the *AQTF 2007: Essential Standards for Registration* 'The Registered Training Organisation provides quality training and assessment across all of its operations'.

RTOs must develop assessment strategies that provide sufficient information to guide assessors and ensure that learners receive assessment that meets their needs and reflects current industry practice. RTOs must therefore:

- Develop strategies based on consultation with industry stakeholders
- Ensure assessment reflect regulations and laws governing the first aid sector
- Monitor and improve the effectiveness of assessment strategies based on data gathered from industry stakeholders and learners.

In developing assessment strategies RTOs must ensure that the assessment methods and evidence gathering tools are consistent with the advice provided in the evidence guide of the unit of competency being assessed.

Participants should be informed of the context and purpose of the assessment and assessment process. Feedback should be provided to participants about the outcomes of the assessment process and guidance given on future options.

Where possible, an integrated approach to assessment is recommended.

The individual needs of the learner and/or characteristics of the environment should be reflected in assessment methods that are chosen in relation to the performance criteria indicated in each unit of competency.

Assessment should be undertaken in a variety of scenarios.

5.2 Assessor competencies

The assessment methods must include practical application and demonstration of skills and may include but not restricted to:

- oral presentations
- short answer tests
- observation
- structured questions
- problem solving activities
- a verbal test can be taken where appropriate
- case studies and scenarios.

Under Standard 1.4 of the *AQTF 2007: Essential Standards for Registration* training and assessments are conducted by trainers and assessors who:

- a. have the training and assessment competencies as determined by the National Quality Council or its successors
- b. have the relevant vocational competencies at least to the level being delivered or assessed
- c. continue developing their vocational and training and assessment competencies to support continuous improvements in the delivery of the RTO's services.

The current National Quality Council policy in relation to Standard 1.4 (a) has determined that assessors must :

- (i) hold the following three competencies from the Training and Assessment Training Package (TAA04):
 - (a) TAAASS401A Plan and organise assessment
 - (b) TAAASS402A Assess competence
 - (c) TAAASS404A Participate in assessment validation,or
- (ii) be able to demonstrate equivalent competencies to all three units of competency listed in (i).

If a person an assessor does not have the appropriate assessment competencies as defined in (i) or (ii) above and the relevant vocational competencies at least to the level being assessed, one person with all the assessment competencies listed in (i) or (ii) above and one or more persons who have the relevant vocational competencies at least to the level being assessed may work together to conduct assessments.

It has been determined by the project steering committee that assessors in these courses require relevant vocational competencies at a higher level than those being assessed, which are:

Course in Automated Defibrillation

- Assess the situation (for AED)
- Use automated external defibrillator
- Communicate details of the incident

Course in Basic Oxygen Administration

- Assess the situation (for oxygen administration)
- Administer oxygen

- Communicate details of the incident
- Course in First Aid Management of Anaphylaxis**
- Assess the situation (for anaphylaxis)
 - Provide appropriate treatment for anaphylactic reaction
 - Identify individuals at risk of allergic reactions and anaphylaxis Develop individual anaphylaxis management plans
 - Implement strategies to prevent allergic and anaphylactic reactions
 - Communicate with stakeholders in relation to incidents and raising awareness of allergic and anaphylactic reactions

Assessors should also undertake regular professional development activities to maintain/develop their knowledge/skills. Assessors must have a higher level of knowledge and skills such as nursing/medical, paramedic and/or additional study in the subject area assessed, such as automated external defibrillation. Assessors must have practical experience in the field of first aid provision and have these competencies re-assessed according to the Australian Resuscitation Council Guidelines.

5.3 Workplace assessment

Workplace assessment is not mandatory for these courses.

5.4 Recognition of Prior Learning (RPL)

Recognition of Prior Learning means recognition of competencies currently held regardless of how, when or where the learning occurred. This includes any combination of formal or informal training and education, work experience or general life experience.

Consistent with the *AQTF 2007 Essential Standards for Registration* the RTO must :

- Provide prospective clients with information on training and assessment arrangements, including RPL
- Ensure all assessments, including RPL, focuses on the application of knowledge and skills to the standard of performance required in the workplace
- Provide assessments that are valid, reliable, fair and flexible.
- Ensure the collection of sufficient, valid, authentic and current evidence to enable a judgement to be made about whether competency has been attained.

For RPL to be granted, the course applicant must provide quality evidence that he/she:

- has attained the competencies described in the unit/s of competency that are being claimed
- possesses current competency in the unit/s that are being claimed
- possesses the required underpinning knowledge

- specified in the unit/s of competency
- has applied the relevant competencies in a context that is applicable to providing first aid. The evidence, which has been gathered by the assessor or the candidate, as proof of current competency may take a variety of forms and could include certification, references from past employers, testimonials from clients and work samples.

The assessor must ensure that such evidence complies with the rules of evidence, namely that it is authentic, valid, reliable, current and sufficient.

6. Delivery

6.1 Delivery modes

Accreditation Standard 28.1.e

These courses provide for delivery in a variety of modes including:

- classroom delivery
- workplace
- some theory components are suitable for flexible delivery.

There are no restrictions on offering the program on either a full-time or part-time basis. Where possible, participants should be exposed to real work environments and examples/case studies.

Strategies should be selected to reflect the nature of the elements and performance criteria and the needs of the participants. Some areas of content may be common to more than one element and therefore integration may be appropriate. An appropriate mix of knowledge and skills development is important.

6.2 Resources

Specialised facilities, equipment and other resources required to deliver these courses include:

- training facilities and equipment
- related range of texts, references and audio/visual material
- an environment appropriate to the assessment task, that is either on the job or simulated environment.

Specific resource requirements to deliver the relevant units are outlined here and within the units of competency:

- first aid equipment (current/manufacturers guidelines adhered to)
- resuscitation manikin
- suitably equipped theory space
- communication equipment
- OHS legislation/guidelines.

Specific resources for the Course in Automated External Defibrillation -

- Automated External Defibrillators
- Resuscitation masks and other appropriate barrier

- devices
- Protective gloves
- Appropriate cleaning and disinfectant resources
- Communication equipment
- Work Cover/Workplace documentation

Specific resources for the Course in Basic Oxygen Administration–

- Resuscitation mask (pocket-style)
- Simple face mask
- Non-rebreather mask
- Nasal prongs (cannulae)
- Oxygen equipment
- Ancillary devices and equipment
- Protective gloves
- Appropriate cleaning and disinfecting resources
- Communication equipment
- Work Cover/Workplace documentation

Specific resources for the Course in First Aid Management of Anaphylaxis –

- Casualty's own action plan or a sample action plan
- Adrenalin (controlled dose injecting device)
- Oxygen
- Other Medication
- Communication equipment
- Work Cover/Workplace documentation.
- Management Plan template
- Relevant organisational policies and procedures

RTOs should ensure reference material is current and follows the Australian Resuscitation Council Guidelines.

Under Standard 1.4 of the AQTF 2007: Essential Standards for Registration training and assessments are conducted by trainers and assessors who:

a. have the training and assessment competencies as determined by the National Quality Council or its successors

b. have the relevant vocational competencies at least to the level being delivered or assessed

c. continue developing their vocational and training and assessment competencies to support continuous improvements in the delivery of the RTO's services.

The current National Quality Council policy in relation to Standard 1.4 (a) has determined that trainers must:

(i) hold the Certificate IV in Training and Assessment (TAA40104) from the Training and Assessment Training Package,

or

(ii) be able to demonstrate equivalent competencies

or

work under the direct supervision of a person who has the competencies specified in (i) or (ii) above,

and be able to demonstrate vocational competencies at

	<p>least to the level of those being delivered. Direct supervision is achieved when a person delivering the training on behalf of the RTO has regular guidance, support and direction from a person designated by the RTO who has the trainer competencies in (i) or (ii) above, and who monitors and is accountable for the training delivery. It is not necessary for the supervising person to be present during all training delivery.</p> <p>In order to maintain currency, first aid trainers must be able to demonstrate a higher level of knowledge and skills such as nursing/medical, paramedic and/or additional study in the subject area delivered, such as oxygen administration. Trainers should undertake regular professional development activities to maintain/develop their knowledge and skills. Trainers must have practical experience in the field of first aid provision and have these competencies re-assessed according to the Australian Resuscitation Council Guidelines.</p> <p>In order to maintain proficiency in Cardiopulmonary Resuscitation, Australian Resuscitation Council recommends annual refreshment be undertaken.</p>
<p>7. Articulation and credit transfer</p>	<p><i>Accreditation Standard 28.1.f</i> No formal articulation and credit transfer arrangements have been negotiated with TAFE Institutes and Universities.</p> <p>Arrangements for credit transfer between TAFE Institutes and Universities will need to be undertaken individually and on a case-by-case basis.</p>
<p>8. Ongoing monitoring and evaluation</p>	<p><i>Accreditation Standard 28.1.h</i> These first aid courses are maintained and monitored by the Curriculum Maintenance Manager, Human Services. A review of the courses will take place at the mid-point of the accreditation period. Feedback will be sought from those Registered Training Organisations offering the courses as part of the review process. Recommended changes will be referred to the Victorian Registration & Qualifications Authority for noting.</p>

Mayer Key Competencies

Course in Automated External Defibrillation
VBP432 Apply Automated External Defibrillation

Course in Basic Oxygen Administration
VBP433 Apply Oxygen Resuscitation/Oxygen Therapy

Course in First Aid Management of Anaphylaxis
VBP434 Provide first aid management of severe allergic reactions and anaphylaxis

Unit Code	Unit Title	Collecting, analysing and organising information	Communicating ideas and information	Planning and organising activities	Work with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
VBP432	Apply automated external defibrillation	1	1	1	1	1	1	1
VBP433	Apply oxygen resuscitation/oxygen therapy	1	1	1	1	1	1	1
VBP434	Provide first aid management of severe allergic reactions and anaphylaxis	1	1	1	1	1	1	1

Section C: Units of Competency

VBP432

Apply Automated External Defibrillation

Unit Descriptor

This unit describes the outcomes required to safely provide Automated External Defibrillation (AED) until the arrival of medical assistance.

For the purposes of this unit Automated External Defibrillator includes semi and automated external defibrillators.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit can be applied in either the workplace or in the community. Evidence exists that the provision of early defibrillation improves survival from cardiac arrest occurring outside a hospital setting.

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.

- | | | | |
|---|--------------------------------------|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Assess the situation | 1.1 | <i>Physical hazards</i> are identified and minimised and/or removed according to <i>established first aid principles and procedures</i> |
| | | 1.2 | <i>Risks to first aider</i> and others are assessed |
| | | 1.3 | <i>Appropriate response</i> is determined to ensure prompt control of situation |
| | | 1.4 | Casualty is recognised to be unconscious, non-breathing and with no other signs of circulation |
| 2 | Use automated external defibrillator | 2.1 | Cardiopulmonary resuscitation is applied as required |
| | | 2.2 | <i>Resources and equipment</i> are identified, accessed and assessed |
| | | 2.3 | Automated external defibrillator (AED) is operated as per manufacturers instructions and AED prompts are followed accordingly |
| | | 2.4 | <i>Casualty's condition</i> is monitored and responded to in accordance with established first aid principles, procedures and the AED prompts |
| 3 | Communicate details of the incident | 3.1 | <i>Appropriate emergency assistance</i> is requested using <i>relevant media and equipment</i> |
| | | 3.2 | Details of casualty's condition and <i>first aid management activities</i> are accurately conveyed to <i>emergency services/relieving personnel</i> |
| | | 3.3 | <i>Documentation</i> is completed in a timely manner, presenting all relevant facts according to established procedures |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

- Knowledge and skills to carry out first aid principles and procedures
- Knowledge and skills to appropriately control situation prior to AED application
- Knowledge and skills to appropriately recognise condition of casualty
- Knowledge and skills to apply Cardiopulmonary Resuscitation (CPR)
- Knowledge and skills to use resources and equipment appropriately
- Knowledge and skills to apply AED
- Knowledge and skills to request appropriate emergency assistance
- Knowledge and skills to accurately convey casualty’s details to emergency services
- Knowledge and skills to complete relevant documentation

Key Competencies

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 – at this level, the candidate is required to undertake tasks effectively

Performance Level 2 – at this level, the candidate is required to manage tasks

Performance Level 3 – at this level the candidate is required to use concepts for evaluating and reshaping tasks

Key Competency	Example of Application	Performance Level
How are ideas and information communicated within this competency?	In the communication to ensure appropriate emergency assistance is requested	1
How can information be collected, analysed and organised?	In ensuring that risks to first aider and others are assessed	1
How are activities planned and organised?	In ensuring resources and equipment are accessed	1
How is team work used within this competency?	In ensuring details of the casualty’s condition is accurately conveyed to emergency services	1
How are mathematical ideas and techniques used?	In ensuring application of AED is appropriately carried out	1
How are problem solving skills applied?	In ensuring the casualty’s condition is monitored and responded to according established first aid principles	1
How is use of technology applied?	In using appropriate media technology to request emergency assistance	1

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Physical Hazards may include	<ul style="list-style-type: none">• Workplace hazards• Environmental hazards• Proximity of other people• Hazards associated with casualty management• Hazards associated with the use of Automated External Defibrillators (AEDs)
Established First Aid Principles and Procedures may include	<ul style="list-style-type: none">• Checking the site for danger to self, casualty and others and minimising danger• Checking and maintaining the casualty's airway, breathing and circulation• Appropriate maintenance and checking of AED machine as per manufacturers instructions• Australian Resuscitation Council Guidelines or equivalent are followed• Appropriate emergency assistance may include: medical, paramedic, ambulance, higher level first aider, utilities, police, fire and ambulance
Risks to First Aider may include	<ul style="list-style-type: none">• Worksite equipment, machinery and substances• Environmental risks• Contamination by bodily fluids• Risk of further injury to the casualty• Risks associated with the proximity of other workers and bystanders• Risks associated with the use of AEDs
Appropriate Response may include	<ul style="list-style-type: none">• Bystander safety• Requesting emergency assistance• Enlisting bystander assistance
Resources and Equipment may include	<ul style="list-style-type: none">• Automated External Defibrillators (AEDs) training units and associated equipment• Resuscitation masks and other appropriate barrier devices• Protective gloves• Appropriate cleaning and disinfectant resources
Casualty's Condition may include	<ul style="list-style-type: none">• Unconsciousness• Cardiac arrest
Appropriate Emergency Assistance may include	<ul style="list-style-type: none">• Ambulance• Fire Brigade
Relevant Communication Media or Equipment may include	<ul style="list-style-type: none">• Telephone (landline, mobile and satellite)• Two-way radio• Alarm systems

- | | |
|----------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| First Aid Management Activities may include | <ul style="list-style-type: none"> • CPR details • Defibrillator details provided • Estimated delay time prior to application of defibrillator • Condition of casualty |
| Emergency Services/Relieving Personnel may include | <ul style="list-style-type: none"> • Medical • Paramedic • Ambulance • Other first aiders |
| Documentation may include | <ul style="list-style-type: none"> • Required Work Cover documentation • Workplace documents • Statutory requirements |

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- Demonstrated ability to
- Assess the situation taking into consideration the casualty, risks, physical hazards, appropriate response to take control of the situation
 - Appropriately apply the automated external defibrillator and deliver cardiopulmonary resuscitation
 - Communicate details of the incident including requesting emergency assistance, conveying details of the casualty to emergency services and producing appropriate documentation according to established procedures

Context of and specific resources for assessment

- The assessment context must provide for:
- Practical demonstration of the application of AED
 - Assessment of performance requirements in this unit should include assessment in a simulated environment

Method of assessment

- The following assessment methods are suggested:
 - Assessment should cover a range of skills and knowledge required to demonstrate achievement of the course aim
 - Assessment methods must include practical application and demonstration of skills, and may include oral presentations, written assignments or tests, short answer tests, observation, structured questions and problem solving scenarios
 - Assessment should take place in a variety of scenarios requiring the use of defibrillation and cardiopulmonary resuscitation.

VBP433

Unit Descriptor

Apply Oxygen Resuscitation/Oxygen Therapy

This unit describes the outcomes required to provide oxygen therapy and/or oxygen resuscitation as appropriate until the arrival of medical assistance.

VBP433 Apply oxygen resuscitation/oxygen therapy excludes the use of bag-valve-mask, manually triggered resuscitators and closed-circuit oxygen units.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit can be applied in either the workplace or in the community at large.

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.

- | | | | |
|---|-------------------------------------|-----|----------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Assess the situation | 1.1 | <i>Physical hazards</i> are identified and minimised and/ or removed according to <i>established first aid principles and procedures</i> |
| | | 1.2 | <i>Risks to first aider</i> and others are assessed |
| | | 1.3 | Need for <i>supplemental oxygen</i> is recognised |
| | | 1.4 | Appropriate response is determined to ensure prompt control of situation |
| 2 | Administer oxygen | 2.1 | Casualty is reassured, if conscious, and made comfortable using available resources |
| | | 2.2 | <i>Resources and equipment</i> are identified, accessed and assessed |
| | | 2.3 | Oxygen is administered using <i>specified delivery devices</i> and suitable flow rates relevant to resources and equipment available |
| | | 2.4 | <i>Casualty's condition</i> is monitored and responded to in accordance with first aid principles and procedures |
| 3 | Communicate details of the incident | 3.1 | Appropriate <i>emergency assistance</i> is requested using relevant <i>communication media or equipment</i> |
| | | 3.2 | Details of casualty's condition and <i>first aid management activities</i> are accurately conveyed to emergency services/relieving personnel |
| | | 3.3 | <i>Documentation</i> is completed in a timely manner, presenting all relevant facts according to established procedures |

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

- Knowledge and skills to carry out first aid principles and procedures
- Knowledge and skills to appropriately control the situation prior to oxygen administration
- Knowledge of when to apply supplemental oxygen
- Knowledge of oxygen flow rates
- Knowledge and skills to use resources and equipment appropriately
- Knowledge and skills to administer oxygen appropriately using specified delivery devices
- Knowledge and skills to request appropriate emergency assistance
- Knowledge and skills to accurately convey casualty's details to emergency services
- Knowledge and skills to complete relevant documentation

Key Competencies

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 – at this level, the candidate is required to undertake tasks effectively

Performance Level 2 – at this level, the candidate is required to manage tasks

Performance Level 3 – at this level the candidate is required to use concepts for evaluating and reshaping tasks

Key Competency	Example of Application	Performance Level
How are ideas and information communicated within this competency?	In the communication to ensure physical hazards are identified, minimised and removed.	1
How can information be collected, analysed and organised?	In determining the need for supplemental oxygen.	1
How are activities planned and organised?	Oxygen is administered using relevant delivery devices	1
How is team work used within this competency?	In ensuring casualty's condition is accurately conveyed to emergency services.	1
How are mathematical ideas and techniques used?	In the administration of oxygen.	1
How are problem solving skills applied?	In the handling and monitoring of the casualty's condition	1
How is use of technology applied?	In using appropriate media technology to request emergency assistance	1

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Physical Hazards may include

- Workplace hazards
- Environmental hazards
- Proximity of other people
- Hazards associated with casualty management
- Hazards associated with the administration of oxygen

Established First Aid Principles and Procedures may include

- Checking casualty's medical history
- Checking the site for danger to self, casualty and others and minimising danger
- Checking and maintaining the casualty's airway, breathing and circulation
- Australian Resuscitation Council Guidelines or equivalent are followed
- Appropriate emergency assistance may include: medical, paramedic, ambulance, higher level first aider, utilities, police fire brigade
- Appropriate maintenance and checking of oxygen equipment as per manufacturers instructions and any relevant Australian Standards

Risks to First Aider may include

- Worksite equipment, machinery and substances
- Environmental risks
- Contamination by bodily fluids
- Risks of further injury to the casualty
- Risks associated with the proximity of other workers and bystanders
- Risks associated with the use of oxygen

Supplemental Oxygen may include oxygen delivered by

- Resuscitation mask (pocket-style)
- Simple face mask
- Non-rebreather mask
- Nasal prongs (cannulae)

Resources and Equipment may include

- Oxygen equipment compatible with appropriate delivery devices
- Ancillary devices and equipment
- Resuscitation masks and other appropriate barrier devices
- Protective gloves
- Appropriate cleaning and disinfecting resources

Specified Delivery Devices must include

- Resuscitation mask (pocket-style) and either
- Simple face mask, or
- Non-rebreather mask

Specified Delivery Devices may include	<ul style="list-style-type: none"> • Nasal prongs (cannulae)
Casualty's Condition may include	<ul style="list-style-type: none"> • Respiratory distress • Cardiac/vascular problems • Trauma • Shock • Compressed gas diving injuries • Altered conscious state
Emergency Assistance may include	<ul style="list-style-type: none"> • Ambulance • Fire brigade
Communication Media or Equipment may include	<ul style="list-style-type: none"> • Telephone (landline, mobile or satellite) • Alarm systems • Two-way radio
First Aid Management Activities may include	<ul style="list-style-type: none"> • Details of oxygen administration • Other first aid treatments eg CPR, positioning • Condition of casualty
Documentation may include	<ul style="list-style-type: none"> • Required Work Cover documentation • Workplace documents • Statutory requirements

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Demonstrated ability to

- Assess the situation taking into consideration the casualty, risks, physical hazards, appropriate response to take control of the situation
- Appropriately administer oxygen using minimum specified delivery devices
- Communicate details of the incident including requesting emergency assistance, conveying details of the casualty to emergency services and producing appropriate documentation according to established procedures

Context of and specific resources for assessment

The assessment context should provide for:

- Practical demonstration of the administration of oxygen using specified minimum delivery devices
- Assessment of performance requirements in this unit should include assessment in a simulated environment

Method of assessment

The following assessment methods are suggested:

- Assessment should cover a range of skills and knowledge required to demonstrate achievement of the course aim so ensuring the appropriate administration of oxygen to a casualty.
- Assessment methods must include practical application and demonstration of skills, and may include oral presentations, written assignments or tests, short answer tests, observation, structured questions and problem-solving scenarios. For example, a case study where decision on the appropriate provision of supplemental oxygen is required.
- Assessment should take place in a variety of scenarios requiring assessment on the use of each of the minimum delivery devices

VBP434

Unit Descriptor

Provide first aid management of severe allergic reactions and anaphylaxis

This unit describes the outcomes required to assist a person suffering an anaphylactic reaction until the arrival of medical assistance. Application of this unit relates to the use of the casualty's own adrenalin device. The treatment would be carried out in accordance with relevant legislation and organisational policies.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

This unit can be applied in either the workplace or in the community.

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 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 Assess the situation

- 1.1 Physical hazards are identified and/removed according to *established first aid principles and procedures*
- 1.2 *Risks* to first aider and others are assessed
- 1.3 *Casualty's vital signs* and physical condition are assessed and the signs of an acute allergic reaction (anaphylaxis) is recognised and responded to according to individual's medical plan
- 1.4 *Appropriate response* is determined to ensure prompt control of situation

2 Provide appropriate first aid treatment for anaphylactic reaction

- 2.1 Casualty is reassured in a caring and calm manner and made comfortable using available resources
- 2.2 *Resources and equipment* are identified, accessed and assessed
- 2.3 Casualties/individual First Aid Anaphylaxis Action Plan is followed where available.
- 2.4 Appropriate first aid treatment for anaphylaxis is applied
- 2.5 *Casualty's condition* is monitored in accordance with first aid principles and procedures

3 Communicate details of incident

- 3.1 Appropriate *emergency assistance* is requested using appropriate *communication media or equipment*
- 3.2 Details of casualty's condition and first aid management activities are accurately conveyed to *emergency services/relieving personnel*
- 3.3 *Documentation* is completed in a timely manner, presenting all relevant facts according to established procedures

- 4 Evaluate first aid response to Anaphylactic reaction**
- 4.1 Evaluate first aid treatment provided.
 - 4.2 Compare first aider's and organisation's response to casualty's first aid anaphylaxis action plan.
 - 4.3 Evaluate first aider's and organisation's response in relation to risk management strategies in place in the workplace and submit for consideration any changes as required.
 - 4.4 Develop and communicate any changes to organisation's anaphylaxis management plan to all relevant parties.
 - 4.5 Recommend that casualty consult their physician to discuss appropriateness of action plan or to develop such a plan.

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Details of required skills/knowledge associated with this unit.

- Knowledge and skills to carry out first aid principles and procedures
- Knowledge and skills to control the situation prior to administration of first aid treatment for anaphylaxis including urgent request for emergency assistance
- Knowledge and skills in the appropriate application of first aid treatment for anaphylaxis using relevant equipment
- Knowledge and skills to accurately convey casualty's details to emergency services
- Knowledge and skills to complete relevant documentation
- Knowledge and the ability to recognise severe allergies, and the trigger factors associated with them
- Knowledge of prevention and risk management strategies to minimise likelihood of allergic reactions
- Knowledge and the ability to provide input into anaphylaxis management plans for individuals and organisations/workplaces.

Key Competencies

The seven key competencies represent generic skills considered necessary for effective participation by an individual in the workplace.

Performance Level 1 – at this level, the candidate is required to undertake tasks effectively

Performance Level 2 – at this level, the candidate is required to manage tasks

Performance Level 3 – at this level the candidate is required to use concepts for evaluating and reshaping tasks.

Key Competency	Example of Application	Performance Level
How are ideas and information communicated within this competency?	In the communication to ensure emergency assistance is urgently requested	1
How can information be collected, analysed and organised?	In determining risks to all are appropriately assessed	1
How are activities planned and organised?	In the administration of anaphylactic treatment	1
How is team work used within this competency?	In ensuring casualty's condition is accurately conveyed to emergency services	1

How are mathematical ideas and techniques used?	In the administration of the treatment	1
How are problem solving skills applied?	In the handling and monitoring of the casualty's condition	1
How is use of technology applied?	In using appropriate media technology to request emergency assistance	1

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the Performance Criteria is detailed below. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Physical hazards may include	<ul style="list-style-type: none"> • Source of allergic response (eg: bees, ants, chemicals) • Workplace hazards • Environmental hazards • Proximity of other people • Hazards associated with casualty management
Established first aid principles and procedures may include	<ul style="list-style-type: none"> • Checking casualty's medical history • Checking availability of an anaphylaxis management plan and medication • Checking the site for danger to self, casualty and others and minimising danger • Checking and maintaining the casualty's airway, breathing and circulation • Australian Resuscitation Council Guidelines or equivalent are followed • Appropriate emergency assistance may include: medical, paramedic, ambulance, higher level first aider, utilities, police and fire brigade
Risks to first aider may include	<ul style="list-style-type: none"> • Risks associated with the source of the allergic reaction • Worksite equipment, machinery and substances • Environmental risks • Contamination by bodily fluids • Risk of further injury to the casualty
Casualty's vital signs may include	<ul style="list-style-type: none"> • Breathing • Circulation • Levels of consciousness
Appropriate response may include	<ul style="list-style-type: none"> • Urgently requesting emergency assistance • Bystander safety • Enlisting bystander assistance
Resources and equipment may include	<ul style="list-style-type: none"> • Casualty's own action plan • Adrenalin (controlled dose injecting device eg EipPen®) • Oxygen • Other medication

- Organisation/workplace policies/procedures on management of severe allergies
- Casualty's condition may include
- Envenomation
 - Wheezing
 - Difficulty in swallowing
 - Difficulty in breathing
 - Reduced conscious state
 - Swelling
 - Redness
 - Shock
 - Anxiety, distress, sense of doom
- Emergency Assistance may include
- Ambulance
 - Fire Brigade
- Communication media or equipment may include
- Telephone (landline, mobile and satellite)
 - Two-way radio
 - Alarm Systems
- Emergency services/relieving personnel may include
- Medical
 - Paramedic
 - Ambulance
 - Other first aider
- Documentation may include
- Required Work Cover documentation
 - Workplace documents
 - Statutory requirements

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Demonstrated ability to

- Assess the situation taking into consideration the casualty, risks, physical hazards, appropriate response to take control of the situation
- Appropriately administer the treatment for an anaphylactic reaction
- Communicate details of the incident including requesting emergency assistance, conveying details of the casualty to emergency services and producing appropriate documentation according to established procedures
- Evaluate first aid response to Anaphylactic reaction

Context of and specific resources for assessment

- Practical demonstration of the application of the anaphylactic treatment
- Assessment of performance requirements in this unit should include assessment in a simulated environment

Method of assessment

The following assessment methods are suggested:

- Assessment should cover a range of skills and knowledge required to demonstrate achievement of the course aim, the administration of adrenalin for an anaphylactic reaction
- Assessment methods must include practical application and demonstration of skills, and may include oral presentations,

written assignments or tests, short answer tests, observation, structured questions and problem solving scenarios

- Assessment should take place using a variety of scenarios requiring the administration of adrenalin

Unit Descriptor

The unit covers the recognition, management, prevention and risk minimisation strategies related to allergic reactions and anaphylaxis. It provides the outcomes required to develop and implement a management plan to reduce the risk of severe reactions in individuals diagnosed with anaphylaxis.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Employability skills

Not applicable

Application of the Unit

This unit can be applied in a range of workplace settings, however, it has been developed to specifically address the needs of the Victorian Department of Education and Early Childhood Development.

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.

- | | | | |
|---|---------------------------------------------------------------------|-----|-----------------------------------------------------------------------------------------------|
| 1 | Identify individuals at risk of allergic reactions and anaphylaxis | 1.1 | Triggers of allergic reactions and anaphylaxis are recognised |
| | | 1.2 | Signs and symptoms of allergic reactions and anaphylaxis are identified in individuals |
| | | 1.3 | Strategies to identify children at risk of allergic reactions and anaphylaxis are implemented |
| 2 | Develop individual anaphylaxis management plans | 2.1 | Medical information is obtained |
| | | 2.2 | Allergic reaction/Anaphylaxis Management Plan is prepared |
| | | 2.3 | Plan is reviewed to ensure that the changing needs of the individual are met |
| 3 | Implement strategies to prevent allergic and anaphylactic reactions | 3.1 | Risk assessment is undertaken |
| | | 3.2 | Strategies are implemented to reduce the risk of severe reactions in individuals |
| | | 3.3 | Effectiveness of processes are reviewed and feedback provided to relevant staff. |
| 4 | Develop and implement a communication plan to | 4.1 | Relevant stakeholders are identified |

raise awareness of allergic reactions and anaphylaxis

- 4.2 A communication plan is developed
- 4.3 **Information** relevant to the stakeholder cohort is developed and communicated
- 4.4 The effectiveness of the communication plan is reviewed

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Assessment of this unit must include evidence of the following knowledge and skills:

- Knowledge of allergic reactions and anaphylaxis and the potential consequences of the conditions
- Early recognition of allergic reactions and anaphylaxis in individuals
- Causes of allergic reactions and anaphylaxis
- Signs and symptoms of allergic reactions and anaphylaxis
- Ability to conduct a risk assessment and rate potential risks
- Prevention strategies and risk identification and minimization for individuals at risk
- Sources of relevant information and guidelines
- Models for anaphylaxis management plans
- Roles and responsibilities of individuals in responding to allergic reactions and anaphylaxis
- Relevant organisational policies and procedure
- Relevant government policies, procedures and regulations
- Skills to 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

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Triggers of severe allergic reactions(anaphylaxis) may be:

- Foods including peanuts, tree nuts, egg, cow's milk, wheat, soybean, fish and shellfish
- Insect stings
- Medications, including antibiotics and anaesthetic agents
- Latex
- Anaesthesia

Signs and symptoms include:

Signs of a mild/moderate allergic reaction include:

- Hives
- Swelling of lips face and eyes
- Vomiting,
- Abdominal cramps

Signs and symptoms of a severe allergic reaction and anaphylaxis include one or more of the following:

- Noisy breathing
- Difficulty in breathing
- Difficulty in talking
- Wheezing or persistent coughing
- Pale and floppy appearance
- Loss of consciousness and/or collapse

Medical information includes:

- Photo identification
- Allergic triggers
- First aid response, including prescribed medication
- Identification and contact details of doctor
- Individual allergy or anaphylaxis action plan

Allergic reaction/Anaphylaxis Management Plan must include:

- Individual personal details
- Parent/carer details (depending on age of individual)
- Emergency contact
- Medical information (as above)
- Individual allergy or anaphylaxis action plan
- Strategies to avoid allergens

Risk assessment involves:

- Identification of potential sources of allergens
- Effect of different environments on level of risk
- Rating of risks

Strategies include:

- Organisational policies and procedures
- Staff training
- Management of food related risks
- Emergency response procedures
- Individual allergic reaction or anaphylaxis action plan
- Sourcing current information and guidelines from peak bodies

Stakeholders should include:

- Students
- Teachers
- Casual staff
- Support staff such as After School Program staff
- Food industry staff such as caterers, canteen staff
- Volunteers
- Carers/parents
- Employers
- Broader community

Information to be communicated must include:

- Prevention strategies and risk identification and minimisation for individuals at risk
- Causes of allergic reactions and anaphylaxis
- Signs, symptoms of allergic reactions and anaphylaxis
- Roles and responsibilities of individuals in responding to severe allergic reactions
- First aid and emergency response procedures
- Use of EpiPens®
- Location and storage of EpiPens®
- Policies and procedures of organisation

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment section in Section B of the accreditation submission.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Competency in this unit may be demonstrated by the ability to:

- Identify individuals at risk of allergic reactions and anaphylaxis
- Undertake a risk assessment
- Develop and implement strategies to reduce risk
- Communicate with key stakeholders to raise awareness of allergic reactions and anaphylaxis

Context of and specific resources for assessment

Assessment must be conducted over time in a workplace or in a simulated workplace setting that reflects current workplace structures and systems.

Resources that may be required for assessment include:

- Management plan template
- Case studies and scenarios

Method of assessment

For valid and reliable assessment, evidence should be gathered through a range of assessment methods, such as:

- observation in the workplace
- workplace documentation
- oral and written questioning to assess knowledge
- case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice