

**22101VIC Course in Automated External Defibrillation**  
**22099VIC Course in First Aid Management of Anaphylaxis**  
**22100VIC Course in Basic Oxygen Administration**

This course has been accredited under Parts 4.4 and 4.6 of the Education and Training Reform Act 2006. It has been entered on the *State Register of Accredited Courses and Recognised Qualifications* and the *National Training Information Service*.

**Accredited for the period: 1 January 2011 to 31 December 2015**



Accredited by the Victorian Registration and Qualifications Authority (VRQA)

## Document Status

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Accredited: 1 January 2011 – 31 December 2015

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## Section A: Copyright and course classification information

<p><b>1. Copyright owner of the course</b></p>	<p>Copyright of this document is held by the Department of Innovation, Industry and Regional Development, Victoria. © State of Victoria</p> <p>Day to day contact: Human Services Curriculum Maintenance Manager CMM id: 5131 Swinburne University PO Box 218 Hawthorn VIC 3122 Email: <a href="mailto:cmmhs@swin.edu.au">cmmhs@swin.edu.au</a> Telephone: 03 9214 5034 Facsimile: 03 9214 5026</p>
<p><b>2. Address</b></p>	<p>Department of Innovation, Industry and Regional Development Skills Victoria Executive Director Training Operations Division PO Box 266 Melbourne VIC 3001</p>
<p><b>3. Type of submission</b></p>	<p>Re-accreditation. These courses will replace the following accredited courses: 21658VIC Course in Automated External Defibrillation 21659VIC Course in First Aid Management of Anaphylaxis 21660VIC Course in Basic Oxygen Administration</p>
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<p><b>6. Course accrediting body</b></p>	<p>Victorian Registration and Qualifications Authority          Level 6, 35 Spring Street          Melbourne          VIC 3000          Phone: (03) 9637 2806          Email: <a href="mailto:vrqa@edumail.vic.gov.au">vrqa@edumail.vic.gov.au</a></p>	
<p><b>7. AVETMISS information</b></p>	<p>ANZSCO code:          (Australian and New Zealand Standard Classification of Occupations - occupational type)</p>	<p>411000 Health and Welfare Support Worker</p>
<p>ANZSIC code          (Australia and New Zealand Standard Industrial Classification - industry type)</p>	<p>8639 Health services NEC</p>	
<p>ASCED code – 4 digit          (Field of Education)</p>	<p>0699 Other Health</p>	
<p>National course code</p>	<p>22099VIC Course in First Aid Management of Anaphylaxis          22101VIC Course in Basic Oxygen Administration          22101VIC Course in Automated External Defibrillation</p>	
<p><b>8. Period of accreditation</b></p>	<p>1 January 2011 – 31 December 2015</p>	

## Section B: Course information

<b>1. Nomenclature</b>	<i>Standard 1 for Accredited Courses</i>
<b>1.1. Name of the qualifications</b>	22101VIC Course in Automated External Defibrillation 22100VIC Course in Basic Oxygen Administration 22099VIC Course in First Aid Management of Anaphylaxis
<b>1.2. Nominal duration of the courses</b>	4 hours Course in Automated External Defibrillation 4 hours Course in Basic Oxygen Administration 4 hours Course in First Aid Management of Anaphylaxis
<b>2. Vocational or educational outcomes of the courses</b>	<p>Standard 1 for Accredited Courses</p> <p>Graduates of the Course in Automated External Defibrillation will be able to operate and use Automatic External Defibrillators in emergency situations until the arrival of medical assistance.</p> <p>Graduates of the Course in Basic Oxygen Administration will be able to recognise and respond to emergency situations that require the application of oxygen therapy or oxygen resuscitation, as appropriate, until the arrival of medical assistance.</p> <p>Graduates of the Course in First Aid Management of Anaphylaxis will be able to assist a person suffering an anaphylactic reaction, until the arrival of medical assistance.</p>
<b>3. Development of the course</b>  <b>3.1 Industry/enterprise/ community needs</b>	<p><i>Standards 1 and 2 for Accredited Courses</i></p> <p>The three courses were developed and accredited in 2005 in response to an identified need by key Victorian first aid providers, such as St John's Ambulance and Australian Red Cross. Their current accreditation expires on 31 December 2010.</p> <p>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 this situation. 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.</p>

St John's Ambulance and the Australian Red Cross 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 adrenaline to casualties who have access to a controlled dose adrenaline 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.

Ministerial Order 90 was introduced to the Education and Training Reform Act on July 14 2008. This sets out the requirements for all government and non-government schools with children enrolled who have been diagnosed as being at risk of anaphylaxis to have an anaphylaxis management strategy in place. Also the Children's Services and Education Legislation Amendment (Anaphylaxis Management) Act 2008 requires all licensed workers in Children's Services, Family Day Care and Out-of-school Hours Care to have an Anaphylaxis Management policy in place and to undertake relevant training.

There are no endorsed units of competency specifically for Automated External Defibrillation, Basic Oxygen Administration and the Administration of Adrenaline using a Controlled Dose Adrenaline Injecting Device for Anaphylaxis. However, there are endorsed units of competency in the HLT07 Health Training Package that relate to First Aid and Training in Automated External Defibrillation, Oxygen Administration and Anaphylaxis. These competencies are  
HLTFA301B - Apply Basic First Aid  
HLTFA402B - Apply Advanced First Aid

These units 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.

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

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



Therefore, it is imperative that the three courses are re-accredited to provide the training required. Accordingly, a Project Steering Committee was formed to oversee and direct the re-accreditation process. The members of the Steering Committee were as follows:

Geoff Sheehan (Chair)	Community Services and Health Industry Training Board
Mark Staaf	Australian Nursing Federation
Emma Gilbert	Department of Education and Early Childhood Development
Leith Pawsey	Anaphylaxis Australia Inc.
Wilma Grant	Royal Children's Hospital
Phillipa Wilson	Premium Health
John Lippmann,	Divers Alert Network on behalf of Australian Resuscitation Council (Vic Branch)

In attendance

John Dunton	CMM – Human Services
Autumn Howell	CMM – Human Services
Sam McCurdy	Dewhurst Consultancy Pty Ltd

Minutes of the Steering Committee meetings are provided as Appendix 1.

Signed Course Contents Endorsement forms are provided as Appendix 2.

Letters of Support are provided as Appendix 3.

### 3.2 Review for reaccreditation

*Standards 1 and 2 for Accredited Courses*

The courses have been monitored during their current accreditation period by the CMM-Human Services and several changes have been incorporated during this period.

In 2007, the 21659VIC Course in the Administration of Adrenaline using a Controlled Dose Adrenaline 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 Adrenaline 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, the 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

Due to the short duration of each course, no transition arrangements to the equivalent re-accredited course are necessary.

<p><b>4. Course outcomes</b></p> <p><b>4.1. Qualification level</b></p>	<p><i>Standards 1, 2 and 3 for Accredited Courses</i></p> <p>These three short courses do not align with any specific AQF level.</p>
<p><b>4.2. Employability skills</b></p>	<p>Standard 4 for Accredited Courses</p> <p>Not applicable</p>
<p><b>4.3. Recognition given to the course</b></p>	<p>Standard 5 for Accredited Courses</p> <p>Not applicable</p>
<p><b>4.4. Licensing/regulatory requirements</b></p>	<p>Standard 5 for Accredited Courses</p> <p>There are no licensing or regulatory requirements</p>
<p><b>5. Course rules</b></p>	<p>Standards 2, 6 and 7 for Accredited Courses</p>
<p><b>5.1. Course structure</b></p>	<p>Successful attainment of the unit(s) within each course as defined in tables 1, 2 &amp; 3, will result in the issue of a Statement of Attainment for the respective course.</p> <p>Those students who do not complete both units of the Course in <b>First Aid Management of Anaphylaxis</b> will be awarded a Statement of Attainment listing any unit that they have successfully completed.</p>

**Table 1:**

Successful completion of **22101VIC Course in Automated External Defibrillation** requires the satisfactory attainment of the competency listed below

Unit of competency code	Field of Education code (6-digit)	Unit of competency/ module title	Pre-requisite	Credit Matrix Level	Credit Matrix Points	Nominal hours
<b>22101VIC Course in Automated External Defibrillation</b>						
VU20299	069907	Apply automated external defibrillation	None	3	1	4
Total nominal duration						4

### Qualification profile – 22101VIC Course in Automated External Defibrillation

Credit Matrix	Total Points	No. of units
Level 8		
Level 7		
Level 6		
Level 5		
Level 4		
Level 3	1	1
Level 2		
Level 1		
Enabling		
<b>Total</b>	1	1

**Table 2**

Successful completion of the **22100VIC Course in Basic Oxygen Administration** requires the satisfactory attainment of the competency listed below

Unit of competency code	Field of Education code (6-digit)	Unit of competency/ module title	Pre-requisite	Credit Matrix Level	Credit Matrix Points	Nominal hours
<b>22100VIC Course in Basic Oxygen Administration</b>						
VU20298	069907	Apply oxygen resuscitation/oxygen therapy	None	3	1	4
Total nominal duration						4

### Qualification profile – 22100VIC Course in Basic Oxygen Administration

Credit Matrix	Total Points	No. of units
Level 8		
Level 7		
Level 6		
Level 5		
Level 4		
Level 3	1	1
Level 2		
Level 1		
Enabling		
<b>Total</b>	1	1

**Table 3**

Successful completion of the **22099VIC Course in First Aid Management of Anaphylaxis** requires the satisfactory attainment of the competencies listed below

Unit of competency code	Field of Education code (6-digit)	Unit of competency/ module title	Pre-requisite	Credit Matrix Level	Credit Matrix Points	Nominal hours
<b>22099VIC Course in First Aid Management of Anaphylaxis</b>						
VU20296	069907	Provide first aid management of severe allergic reactions and anaphylaxis	None	3	1	2
VU20297	069907	Develop risk minimisation and management strategies for allergic reaction and anaphylaxis		3	1	2
Total nominal duration						4

#### Qualification profile – Course in First Aid Management of Anaphylaxis

Credit Matrix	Total Points	No. of units
Level 8		
Level 7		
Level 6		
Level 5		
Level 4		
Level 3	2	2
Level 2		
Level 1		
Enabling		
<b>Total</b>	2	2

## 5.2 Entry requirements

Standard 9 for Accredited Courses

It is recommended that participants in all three courses have literacy and numeracy competencies equivalent to the Australian Core Skills Framework Level 2. An example of ACSF Level 2 for all three short courses is being able to request appropriate emergency assistance at the scene of the incident.

Participants in the Course in Automated External Defibrillation and the Course in Basic Oxygen Administration must be able to demonstrate current competence in Cardiopulmonary Resuscitation.

## 6. Assessment

### 6.1. Assessment strategy

Standard 10 for Accredited Courses

All assessment (Including Recognition of Prior Learning (RPL) must be compliant with Standard 1, Element 1.5 of the Australian Quality Training Framework (AQTF) 2010: *Essential Standards for Registration*.

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.

## 6.2 Assessor competencies

Assessment should be undertaken in a variety of scenarios. The assessment methods must include practical application and demonstration of skills and may include but are 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.

*Standard 12 for Accredited Courses*

*The Australian Quality Training Framework AQTF 2010: Essential Standards for Continuing Registration, Element 1.4* states the requirements for the competence of persons assessing the course.

Element 1.4 requires assessments to be conducted by persons who have:

- the following competencies from the *Training and Education Training Package – TAE10*, or demonstrated equivalent competencies:
  - (i) TAEASS401A Plan assessment activities and processes
  - (ii) TAEASS402A Assess competence
  - (iii) TAEASS403A Participate in assessment validation
- Vocational competencies to at least the level being assessed
- If a person 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 that assessors in these courses require relevant vocational competencies at a higher level than those being assessed, which are:

### **22101VIC Course in Automated Defibrillation**

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

### **22100VIC Course in Basic Oxygen Administration**

- Assess the situation (for oxygen administration)
- Administer oxygen
- Communicate details of the incident

## **22099VIC 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.

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### **7. Delivery**

#### **7.1 Delivery modes**

*Standard 11 for Accredited Courses*

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.

#### **7.2 Resources**

*Standard 12 for Accredited Courses*

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

- ASCIA First Aid Treatment for Anaphylaxis (<http://www.allergy.org.au/content/view/340/330/> )
- ASCIA Action Plans for Anaphylaxis, Insect Allergy and Allergic Reactions
- Trainer adrenaline autoinjecting devices
- Oxygen
- Other Medication
- Communication equipment
- Work Cover/Workplace documentation.
- Management Plan template
- Relevant organisational policies and procedures
- Relevant legislative documents

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

Under Standard 1.4 of the AQTF 2010: *Essential Standards for Continuing Registration* training and assessments are conducted by trainers and assessors who:

- Hold the *Certificate IV in Training and Assessment - TAE40110* from the *Training and Education (TAE10)* Training Package, or be able to demonstrate equivalent competencies;
- Have vocational competencies to at least the level of that being delivered, or
- Be under the direct supervision of a person who holds the *TAA40110 - Certificate IV in Training and Assessment* qualification, or its equivalent.

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.

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.

In order to maintain proficiency in Cardiopulmonary Resuscitation, the Australian Resuscitation Council recommends annual refreshment is undertaken.

## 8. Pathways and articulation

*Standard 8 for Accredited Courses*

No formal articulation and credit transfer arrangements have been negotiated with TAFE Institutes and Universities.

Arrangements for credit transfer between TAFE Institutes and Universities will need to be undertaken individually and on a case-by-case basis.

## 9. Ongoing monitoring and evaluation

*Standard 13 for Accredited Courses*

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.

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Processes for gathering evaluation data may include:

- student feedback questionnaires
- client and stakeholder feedback
- trainer and assessor feedback,
- industry changes and updates

Recommendations for any significant changes will be reported to the Victorian Registration and Qualifications Authority (VRQA).

Examples of changes that will be reported to the VRQA include changes to:

- the course structure, whether to reflect local industry needs or to reflect changes to Training Packages and the availability of new or revised nationally endorsed units of competency
  - required pre-requisites and/or co-requisites
  - the nominal duration of the course and of the units
  - copyright ownership
  - articulation and/or credit transfer arrangements
  - legislation such as OHS/ licensing
-

**Unit Code**  
VU20299

**Unit Title**  
**Apply automated external defibrillation**

**Unit Descriptor**

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

Participants must be able to demonstrate current competence in Cardiopulmonary Resuscitation.

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.

**Employability skills**

This unit has not been mapped to the National Employability skills.

**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

1 Respond to the situation

2 Perform defibrillation

**PERFORMANCE CRITERIA**

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

- 1.1 The situation is assessed in a manner that recognises it is time critical
- 1.2 **Physical hazards** are identified and minimised and/or removed according to **established first aid principles and procedures**
- 1.3 Immediate **risks** to health and safety of self, casualty and others are minimised by isolating any identified hazards
- 1.4 **Appropriate response** is determined to ensure prompt control of situation
- 1.5 Casualty is assessed for consciousness, breathing and other signs of life
- 2.1 Cardiopulmonary resuscitation is conducted in accordance with Australian Resuscitation Council Guidelines, as required
- 2.2 Assistance is sought from others and/or ambulance support, as appropriate

- 2.3 **Resources and equipment** are identified, accessed and assessed
- 2.4 Automated external defibrillator (AED) is operated as per manufacturer's instructions and AED prompts are followed accordingly
- 2.5 **Casualty's condition** is assessed, monitored and responded to in accordance with established first aid principles, procedures and the AED prompts
- 3 Communicate details of the incident
  - 3.1 **Appropriate emergency assistance** is requested using **relevant media and 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 relating to initiation and use of Automated External Defibrillation, according to established procedures

### REQUIRED SKILLS AND KNOWLEDGE

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

#### Knowledge

- First aid principles and procedures
- Cardio pulmonary resuscitation
- Available resources and equipment
- Operation of Automated External Defibrillators (AED)
- How to access emergency response support services
- Relevant documentation
- Personal skills and limitations

#### Skills

- Appropriately control situation prior to AED application
- Recognise the condition of casualty
- Carry out first aid principles and procedures
- Apply Cardiopulmonary Resuscitation (CPR)
- Use resources and equipment appropriately
- Apply defibrillation using an AED
- Request appropriate emergency assistance
- Accurately convey casualty's details to emergency services
- Complete relevant documentation

## 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 use of Automated External Defibrillators (AEDs)

**Established First Aid Principles and Procedures** may include

- Checking the site for danger to self, casualty and others and minimising danger
- Checking and maintaining the casualty's airway and signs of life
- Appropriate maintenance and checking of AED machine as per manufacturer's 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** may include

- 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

- Bystander safety
- Requesting emergency assistance
- Enlisting bystander assistance

**Resources and equipment** may include

- 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

- Unconsciousness
- Cardiac arrest

**Appropriate emergency assistance** may include

- Ambulance
- Fire Brigade
- Police

**Relevant media or equipment** may include

- Telephone (landline, mobile and satellite)
- Two-way radio
- Alarm systems

**First aid management activities** may include

- History of the incident, if known
- CPR details
- Defibrillator details provided
- Estimated delay time prior to application of defibrillator
- Condition of casualty

**Emergency services/relieving personnel** may include

- Medical
- Paramedic
- Ambulance
- Other first aiders

**Documentation** may include

- 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**

To be considered competent in this unit the participant must be able to demonstrate the knowledge and skills required to achieve all of the elements of competency to the level defined by the associated performance criteria. Specifically they must be able 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.



**Unit code**

VU20298

**Unit Descriptor**

**Unit Title**

**Apply oxygen resuscitation/oxygen therapy**

This unit describes the outcomes required to recognise and respond to situations that require application of oxygen therapy and/or oxygen resuscitation as appropriate until the arrival of medical assistance.

Participants must be able to demonstrate current competence in Cardiopulmonary Resuscitation.

The unit 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.

**Employability skills**

This unit has not been mapped to the National Employability skills.

**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 Respond to the situation

- 1.1 The situation is assessed in a manner that recognises that it is time critical.
- 1.2 **Physical hazards** to health and the safety of self and others are identified and minimised and/ or removed according to **established first aid principles and procedures**
- 1.3 Immediate **risks** to health and safety of self, casualty and others are minimised by isolating any identified hazard.
- 1.4 Casualty is assessed and the need for **supplemental oxygen** to be administered is identified
- 1.5 The need for assistance and appropriate response is determined to ensure prompt control of situation

2 Administer oxygen

- 2.1 Casualty is reassured in a caring and calm manner, if conscious, and made comfortable using available resources
- 2.2 The nature of the casualty's condition is determined
- 2.3 **Resources and equipment** are identified, accessed and assessed
- 2.3 Oxygen is administered using **specified delivery devices** and suitable flow rates relevant to resources and equipment available
- 2.4 **Casualty's condition** is monitored and responded to in accordance with first aid principles and procedures, Australian Resuscitation Council Guidelines and/or State/Territory and industry requirements

3 Communicate details of the incident

- 3.1 Appropriate **emergency assistance** is requested using relevant available **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 oxygen support provided
  - 4.1 Effectiveness of own role in the incident is reviewed in accordance with established procedures.
  - 4.2 Aspects for improvement and/or further development of own skills and knowledge are identified.

## REQUIRED SKILLS AND KNOWLEDGE

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

### Skills

- Carrying out first aid principles and procedures
- Controlling the situation prior to oxygen administration appropriately
- Using resources and equipment appropriately
- Administering oxygen appropriately using specified delivery device
- Requesting appropriate emergency assistance
- Conveying casualty's details accurately to emergency services
- Completing relevant documentation

### Knowledge

- First aid procedures
- When to apply supplemental oxygen
- Oxygen flow rates
- How to administer oxygen appropriately using specified delivery devices

## 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

VU20298-Apply oxygen resuscitation/oxygen therapy

- Appropriate maintenance and checking of oxygen equipment as per manufacturer's instructions and any relevant Australian Standards

**Risks** 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
- First aid kit
- 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 also include

- Nasal prongs (cannulae)

**Casualty's condition** may include

- Respiratory distress
- Cardiac/vascular problems
- Trauma
- Shock
- Compressed gas diving injuries
- Altered conscious state

**Emergency assistance** may include

- Ambulance
- Fire brigade

**Communication media or equipment** may include

- Telephone (landline, mobile or satellite)
- Alarm systems
- Two-way radio

**First aid management activities** may include

- History of the incident, if known
- Details of oxygen administration
- Other first aid treatments e.g. CPR, positioning
- Condition of casualty

**Documentation** may include

- Required Work Cover documentation
- Workplace documents
- Reports
- 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**

To be considered competent in this unit the participant must be able to demonstrate the knowledge and skills required to achieve all of the elements of competency to the level defined by the associated performance criteria. Specifically they must be able 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

<b>Unit Code</b> VU20296	<b>Unit Title</b> <b>Provide first aid management of severe allergic reactions and anaphylaxis</b>
<b>Unit Descriptor</b>	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 adrenaline autoinjecting devices, (e.g. EpiPen®/Anapen®).  The treatment would be carried out in accordance with relevant legislation and organisational policies. The contents of this unit address the requirements of the Children’s Services and Education legislation (Anaphylaxis Management) Amendment Act 2008, the Anaphylaxis Guidelines for Victorian Government Schools, Ministerial Order 90 and Anaphylaxis Model Policy for Victorian Early Children’s Services.
<b>Employability skills</b>	This unit has not been mapped to the National Employability Skills
<b>Application of the Unit</b>	This unit can be applied in either the workplace, or in the community.

**ELEMENT**

Elements describe the essential outcomes of a unit of competency.

1 Respond to the situation

**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.

- 1.1 ***Physical hazards*** are identified and/removed according to ***established first aid principles and procedures***, without delaying administration of adrenaline.
- 1.2 ***Risks*** to first aider and others are assessed,
- 1.3 ***Casualty’s physical condition*** is assessed and the signs of an acute allergic reaction (anaphylaxis) are recognised and responded to urgently, according to individual’s ASCIA Action Plan for Anaphylaxis medical plan
- 1.4 ***Appropriate urgent response in line with the ASCIA Action Plan for Anaphylaxis*** 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 | <b>Resources and equipment</b> are identified, accessed and assessed  |
|   |   | 2.3 | Appropriate emergency action for an anaphylactic reaction is provided in response to the severity of the casualty's signs and symptoms, in accordance with their personal anaphylaxis action plan, ASCIA Action Plan for Anaphylaxis, or the organisation's allergic reactions/anaphylaxis plan |
|   |   | 2.4 | <b>Casualty's condition</b> is monitored in accordance with first aid principles and procedures   |
| 3 | Communicate details of incident                                   | 3.1 | Appropriate <b>emergency assistance</b> is requested using suitable <b>communication media or equipment</b>   |
|   |   | 3.2 | Details of casualty's condition and first aid management activities are accurately conveyed to <b>emergency services/relieving personnel</b> , in a manner that recognises that it is time critical   |
|   |   | 3.3 | <b>Documentation</b> is completed in a timely manner, presenting all relevant facts according to established procedures   |
| 4 | Evaluate first aid response to Anaphylactic reaction              | 4.1 | Assess the first aid treatment provided in accordance with organisational procedures.   |
|   |   | 4.2 | Compare first aider's and organisation's response to casualty's ASCIA Action Plan for Anaphylaxis.  |
|   |   | 4.3 | Assess the 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.

### Skills:

- Administer adrenaline as a priority in conjunction with any other medications, as per ASCIA Action Plan as a priority, in conjunction and in accordance with first aid principles and procedures
- Control the situation and administer first aid treatment for anaphylaxis, including urgent request for emergency assistance
- Appropriate application of first aid treatment for anaphylaxis using relevant equipment, (e.g. do not move casualty, medication should always be brought to casualty).
- Accurately convey casualty's details to emergency services
- Complete relevant documentation

*Knowledge:*

- First aid principles and procedures, including bringing medication to the casualty rather than moving them (Unless it is necessary to remove them from an immediate danger, such as a beehive)
- ASCIA Anaphylaxis Action Plans
- Severe allergies and trigger factors associated with them
- Prevention and risk management strategies to minimise likelihood of allergic reactions
- Anaphylaxis management plans for individuals and organisations/workplaces
- Documentation 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. Bold italicised wording in the Performance Criteria is detailed below.

***Physical hazards*** may include

- Source of allergic response (e.g.: food, bees, ants, medication, chemicals, latex)
- Workplace hazards
- Environmental hazards
- Proximity of other people
- Hazards associated with casualty management

***Established first aid principles and procedures*** may include

- Checking the site for danger to self, casualty and others and minimising danger
- Checking if casualty is diagnosed at risk of anaphylaxis and watching for signs and symptoms.
- Checking availability of an anaphylaxis management plan and medication.
- Raising alarm for medication to be brought to the scene.
- ASCIA Action Plan for Anaphylaxis is followed
- Administering medication promptly
- Checking and maintaining the casualty's airway, breathing and circulation
- Appropriate emergency assistance may include: medical, paramedic, ambulance, higher level first aider, utilities, police and fire brigade

***Risks*** may include

- 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 physical condition** may include

- Breathing
- Circulation
- Level of consciousness

**Appropriate urgent response in line with the ASCIA Action Plan for Anaphylaxis** may include:

- Urgently requesting emergency assistance
- Bystander safety
- Enlisting bystander assistance

**Resources and equipment** may include

- ASCIA e-training at <http://www.allergy.org.au/content/view/366/325/>
- ASCIA Action Plan for Anaphylaxis
- Adrenaline autoinjecting device (e.g. EpiPen®)
- Oxygen
- Other medication
- Relevant legislation, guidelines and model policies
- Organisation/workplace policies/procedures on management of severe allergies

**Casualty's condition** may include

- Swelling of face, lips and eyes
- Hives or welts on the skin
- Tingling mouth
- Stomach pain and vomiting (Which are signs of a mild to moderate allergic reaction to most allergens, however, in insect allergy these are signs of anaphylaxis)
- Difficult/noisy breathing
- Swelling of tongue
- Swelling/tightness in throat
- Difficulty talking and/or hoarse voice
- Wheeze or persistent cough
- Loss of consciousness and/or collapse
- Pale and floppy (young children)

**Emergency assistance** may include

- Ambulance
- Fire Brigade

**Communication media or equipment** may include

- Telephone (landline, mobile and satellite)
- Two-way radio
- Alarm Systems
- Card system for school campuses

**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

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**

To be considered competent in this unit the participant must be able to demonstrate the knowledge and skills required to achieve all of the elements of competency to the level defined by the associated performance criteria. Specifically they must be able 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
- Use an adrenaline autoinjecting device correctly
- 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**

Assessment of performance requirements in this unit should include assessment in a simulated emergency environment involving the practical demonstration of:

- the correct positioning of the casualty
- administering the adrenaline autoinjecting devices
- the application of the anaphylactic treatment

### **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 adrenaline for an anaphylactic reaction
- Assessment methods must include practical application and demonstration of skills, and may include:
  - oral presentations
  - written assignments
  - observation
  - structured questions
  - problem solving scenarios
- Assessment should take place using a variety of scenarios requiring the administration of adrenaline

**Unit Code**  
VU20297

**Unit Title**  
**Develop risk minimisation and management strategies for allergic reaction and anaphylaxis**

**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.

The contents of this unit address the requirements of the Children's Services and Education legislation (Anaphylaxis Management) Amendment Act 2008, the Anaphylaxis Guidelines for Victorian Government Schools, Ministerial Order 90 and Anaphylaxis Model Policy for Victorian Early Children's Services.

**Employability skills**

This unit has not been mapped to the National Employability Skills

**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 individuals/children at risk of allergic reactions and anaphylaxis are implemented

2 Develop individual anaphylaxis management plans

2.1 **Medical information** is obtained, including an ASCIA Action Plan for Anaphylaxis completed and signed by the individual/child's doctor.

2.2 **Allergic reaction/Anaphylaxis Management Plan** is prepared in consultation with the individual/parents and child, and distributed to all staff responsible for the individual/children at risk.

2.3 Plan is reviewed annually and/or after any reactions, 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 for **proposed activities** in different environments.

3.2 **Strategies** are implemented to reduce the risk of severe reactions in individuals.

3.3 Effectiveness of processes is reviewed and feedback provided to relevant staff.

- 4 Develop a communication plan to raise awareness of allergic reactions and anaphylaxis
- 4.1 Relevant **stakeholders** are identified
  - 4.2 A policy and communication plan are prepared in consultation with all relevant stakeholders
  - 4.3 **Information** relevant to the stakeholder cohort is prepared and communicated
  - 4.4 The effectiveness of the communication plan is reviewed annually.

## REQUIRED SKILLS AND KNOWLEDGE

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

### Skills:

- Conduct a risk assessment and rate potential risks
- Work cooperatively with others
- Communicate effectively with a range of stakeholders
- Use high level literacy and numeracy skills as required to read, interpret, address and communicate guidelines, protocols and reporting requirements

### Knowledge:

- All responsible staff must:
  - know the identities of the people at risk, including children
  - know the allergic reactions and anaphylaxis in individuals in their care
  - be conversant with the relevant organisational policies and procedures
  - be conversant with the relevant government policies, procedures and regulations
- Allergic reactions and anaphylaxis and the potential consequences of the conditions
- Causes of allergic reactions and anaphylaxis
- Signs and symptoms of allergic reactions and anaphylaxis
- Prevention strategies and risk identification and minimisation for people at risk
- Sources of relevant information and guidelines, including DEECD Anaphylaxis Guidelines for Victorian Government Schools and Anaphylaxis Management policy for early childhood services
- Models for anaphylaxis management plans relevant to the organisation
- Roles and responsibilities of individuals in responding to allergic reactions and anaphylaxis
- Sources of professional development on anaphylaxis management

## 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, sesame and shellfish
- Insect stings and tick bites.
- Medications, including antibiotics and anaesthetic agents
- Latex
- Anaesthesia

**Signs and symptoms** include:

- Swelling of face, lips and eyes
- Hives or welts on the skin
- Tingling mouth
- Stomach pain and vomiting (Which are signs of a mild to moderate allergic reaction to most allergens, however, in insect allergy these are signs of anaphylaxis)
- Difficult/noisy breathing
- Swelling of tongue
- Swelling/tightness in throat
- Difficulty talking and/or hoarse voice
- Wheeze or persistent cough
- Loss of consciousness and/or collapse
- Pale and floppy (young children)

**Medical information** includes:

- ASCIA Action Plan for Anaphylaxis
- Photo identification
- Allergic triggers
- First aid response, including prescribed medication

**Allergic reaction/Anaphylaxis Management Plan** must include:

- Individual personal details
- Parent/carer details (depending on age of individual)
- Emergency contact
- Medical information (as above)
- ASCIA Action Plan for Anaphylaxis
- Strategies to avoid allergens

**Risk assessment** involves:

- Identification of potential sources of allergens
- Effect of environments on level of risk, e.g. Remote camp location exponentially increases risk
- Rating of risks

**Proposed activities** may include:

- A range of workplace activities
- Immunisation sessions
- In-school/children's services environments and out of school/children's services environments, including;
  - art, craft,
  - cooking,

- science,
- incursions,
- canteens,
- class parties,
- special event days,
- sports carnivals,
- excursions,
- camps etc.

**Strategies** include:

- Organisational policies and procedures
- Staff training
- Management of food related risks
- Management of potential exposure to insect stings/tick bites.
- Emergency response procedures for all scenarios
- ASCIA Action Plan for Anaphylaxis
- Sourcing current information and guidelines from peak bodies (ASCIA)

**Stakeholders** should include:

- Carers/parents
- Workplace First Aiders
- Management
- Unions
- Students
- Teachers
- Casual staff
- Specialist staff
- Early childhood staff
- Food industry staff such as caterers, canteen staff
- School camp providers
- Volunteers
- Employers
- Broader community

**Information to be communicated** must include:

- Identities of people (particularly children) diagnosed at risk of anaphylaxis
- Prevention strategies, 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 for various scenarios
- Location and storage of adrenaline autoinjector devices (including autoinjectors for general use, if applicable)
- Use of adrenaline autoinjector devices
- Location and storage of adrenaline autoinjector devices
- 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**

To be considered competent in this unit the participant must be able to demonstrate the knowledge and skills required to achieve all of the elements of competency to the level defined by the associated performance criteria. Specifically they must be able to:

- Identify individuals at risk of allergic reactions and anaphylaxis
- Undertake a risk assessment for a particular environment
- 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, including the use of coronial inquest reports to identify risks

### **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

# **Appendix 1: Minutes of the Project Steering Committee Meetings**

# Appendix 1 – Minutes of the Project Steering Committee Meetings

Swinburne University, TAFE  
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## Re-accreditation of the courses 21658VIC – Course in Automated External Defibrillation 21659VIC – Course in First Aid Management of Anaphylaxis 21660VIC – Course in Basic Oxygen Administration

### Minutes of the 1st Project Steering Committee held on 11 May 2010

#### Present:

Geoff Sheehan (Chair)	Community Services & Health Industry Training Board
Emma Gilbert	Department of Education, Early Childhood Development
Mark Staaf	Australian Nursing Federation, Victorian Branch
Leith Pawsey	Anaphylaxis Australia Inc
Mimi Tang	Royal Children's Hospital
Phillipa Wilson	Premium Health

#### In attendance:

John Dunton	CMM – Community Services & Health, Swinburne University (TAFE)
Autumn Howell	CMM – Community Services & Health, Swinburne University (TAFE)
Sam McCurdy	Dewhurst Consultancy Pty Ltd

#### Apologies:

None

#### 1. Introductions

The members introduced themselves and identified the organisation that they represented.

#### 2. Appointment of a Chairperson

John Dunton nominated Geoff Sheehan as the Chairperson and this was agreed to unanimously. Geoff accepted the nomination and took over the Chair's role.

#### 3. Project overview

John Dunton explained that the three courses were Crown copyright and their 5-year accreditation period was due to expire on 30 June, however, an extension of the accreditation period until 31 December 2010 had been sought from approved by the Victorian Registration & Qualifications Authority (VRQA). Before accredited courses can be re-accredited it is necessary to confirm a continuing industry/community need and to confirm that they were not duplicating nationally endorsed qualifications and/or units of competency. This had been confirmed and Skills Victoria has funded the re-accreditation of the courses.

22101VIC Course in Automated External Defibrillation  
22099VIC Course in First Aid management of Anaphylaxis  
22100VIC Course in Basic Oxygen Administration  
1 January 2011 to 31 December 2015





## Appendix 1 – Minutes of the Project Steering Committee Meetings

John also explained that changes are proposed for Training Package qualifications to make them more flexible by allowing one third of the units making up the qualifications to be electives. It will also be possible to include units from State accredited courses into the Training Packages as electives. This may apply to the units within these three courses in the future.

In the re-accreditation process the Steering Committee would typically meet on three occasions over a period of 4-6 months with the last meeting signing off on the final product.

### 4. Role of the Steering Committee in the re-accreditation process

Sam McCurdy outlined the role of the Steering Committee within the five-step re-accreditation process. He advised that since Skills Victoria had agreed to fund the process, this meeting marked the start of Step 3 – course development. The aim is to have the courses submitted for re-accreditation by October and when accredited the VRQA would assign new codes for each course and the units within each course.

The allocation of new codes by the VRQA prompted concerns about the need to change relevant legislation and the added complication of an imminent State election. This meant that the amended legislation would probably not be addressed by Parliament until February.

Mention was also made of the issue of new guidelines on resuscitation that are due to be published late in 2010.

Given these complications it was agreed that the CMM-Human Services should seek a further 6-month extension to the courses until 30 June 2011 to allow time for the changes to relevant legislation to be addressed.

Action: John Dunton

### 5. Future action

It was agreed that the committee should aim to complete the re-accreditation process by late October and in order to get the process started; the members undertook to review the existing course document to identify any changes that they deemed necessary. To streamline this process the courses were selected for review according to the areas of expertise of the individual members, as follows:

Course in Automated External Defibrillation	Phillipa and Mark
Course in First Aid Management of Anaphylaxis	Emma, Mimi and Leith
Course in Basic Oxygen Administration	Phillipa and Mark

It was agreed that the members John Dunton would provide each member with an electronic version of the curriculum, so that they could identify the proposed changes in colour and email them to Sam McCurdy at [sam@dewhurstconsultancy.com](mailto:sam@dewhurstconsultancy.com) by 1<sup>st</sup> June.

Action: J Dunton

Sam requested information on the number of RTOs delivering each course and the number of students per annum completing the courses. It was suggested that it would be beneficial to have these figures nationally with a State by State breakdown.

Action: John Dunton

Sam will collate the changes and prepare a draft re-accreditation submission for consideration at the next meeting. The draft submission will be provided to the members for consideration one week prior to that meeting. It was suggested that the next meeting should be held on Tuesday 15 June.

## Appendix 1 – Minutes of the Project Steering Committee Meetings

### 6. Other business

Several general questions were raised about the courses, as follows:

*Why are the courses being State accredited rather than being incorporated within the Health Training Package?*

In response, it was explained that accreditation of courses enabled local State needs to be met in a clean and reasonably speedy manner, whereas the inclusion of qualifications and/or units within a nationally endorsed Training Package is a very laborious and time consuming process, requiring agreement from all States/Territories.

*How are RTOs monitored to ensure the quality and currency of their delivery?*

Each State/Territory Regulatory Authority (VRQA in Victoria) has responsibility to ensure that only those RTOs with the proven capacity to deliver each course are allowed to add it to their scope of registration. This normally decided through an audit of the trainers, resources, equipment, facilities and compliance with the Australian Quality Training Framework (AQTF). Thereafter the RTO can be audited at any time to check on its compliance with the AQTF Standards.

Emma Gilbert suggested that it would be advantageous to add another member to the Steering Committee from the Department of Education – Early Childhood Development to provide additional expertise. Emma will advise John of the appropriate person.

Action: Emma Gilbert

### 7. Arrangements for the next meeting

The next meeting will be held at the Community Services & Health Industry Training Board offices at 134 Cambridge Street in Collingwood at 9:30 am on Tuesday 15 June.

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# Appendix 1 – Minutes of the Project Steering Committee Meetings

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## Re-accreditation of the courses 21658VIC – Course in Automated External Defibrillation 21659VIC – Course in First Aid Management of Anaphylaxis 21660VIC – Course in Basic Oxygen Administration

### Minutes of the 2<sup>nd</sup> Project Steering Committee held on 15 June 2010

#### Present:

Geoff Sheehan (Chair)	Community Services & Health Industry Training Board
John Lippmann	Divers Alert Network (DAN) Asia-Pacific Limited and Australian Resuscitation Council
Mark Staaf	Australian Nursing Federation, Victorian Branch
Leith Pawsey	Anaphylaxis Australia Inc
Wilma Grant	Royal Children's Hospital
Phillipa Wilson	Premium Health

#### In attendance:

John Dunton	CMM – Human Services, Swinburne University (TAFE)
Autumn Howell	CMM – Human Services, Swinburne University (TAFE)
Sam McCurdy	Dewhurst Consultancy Pty Ltd

#### Apologies:

Emma Gilbert	Department of Education, Early Childhood Development
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#### 1. Introductions

The Chair noted two new members, namely John Lippmann and Wilma Grant (who is replacing Mimi Tang) and invited all those present to introduce themselves and the organisation that they represented.

#### 2. Minutes of the previous meeting

The minutes were accepted as being accurate.

#### 3. Business arising from the previous meeting

*Circulation of an electronic copy of the curriculum document for review*

John Dunton confirmed that this had been done.

#### *Review of the units of competency*

Sam McCurdy confirmed that the assigned members had reviewed the assigned units and he had incorporated their suggestions into draft 1 of the re-accreditation submission, highlighting the suggested changes in yellow.

22101VIC Course in Automated External Defibrillation  
22099VIC Course in First Aid management of Anaphylaxis  
22100VIC Course in Basic Oxygen Administration  
1 January 2011 to 31 December 2015



## Appendix 1 – Minutes of the Project Steering Committee Meetings

### *Number of RTOs delivering the courses and student enrolments*

John Dunton reported that he had not been able to obtain information on the number of students enrolled in the three courses as this was not available, but he had been able to get the number of RTOs delivering the course within Victoria. These were as follows:

32 RTOs offered the Course in Automated External Defibrillation

56 RTOs offered the Course in First Aid Management of Anaphylaxis

29 RTOs offered the Course in Basic Oxygen Administration

### *Draft re-accreditation submission*

Sam confirmed that draft 1 of the re-accreditation submission had been produced and circulated to the members for consideration, prior to the meeting for comment.

### *Additional member of the Steering Committee*

In Emma Gilbert's absence Leith Pawsey advised that the Department of Early Childhood Development would provide their comments internally to Emma, who would continue to be the Steering Committee representative for the Department.

#### 4. Review of the draft re-accreditation submission

Due to time constraints for the meeting, it was agreed that only the units of competency should be reviewed at this meeting. Accordingly, the members reviewed the changes made to the units of competency since the last meeting. Additional changes to the units were identified as a result of the discussions, as follows:

##### *VUXXXXC - Provide first aid management of severe allergic reactions and anaphylaxis*

- In the 2<sup>nd</sup> sentence of the Unit Descriptor, change “own adrenaline device , or an Epipen<sup>®</sup>/Anapen<sup>®</sup>” to read “own automatic adrenaline injecting device (e.g. Epipen<sup>®</sup>/Anapen<sup>®</sup>)”
- Change element 1 to read “Respond to the situation”.
- Replace PCs 2.3 and 2.4 with “Appropriate emergency action for an anaphylactic reaction is provided in response to the severity of the casualty's signs and symptoms, in accordance with their personal Anaphylaxis Action Plan, ASCIA Plan for Anaphylaxis or the organisation's allergic reactions/anaphylaxis plan.”
- Add the following words to PC3.2, “in a manner that recognises that it is time-critical.”
- In PC 4.2, change “first aid anaphylaxis action plan” to “ASCIA Action Plan for Anaphylaxis.”
- Change the 1<sup>st</sup> dot point in the existing Required Skills and Knowledge section to read “....ASCIA Action Plan as a priority, in accordance with ....” to read “.... ASCIA Action Plan for Anaphylaxis in conjunction and in accordance with....”
- List skills and knowledge under separate sub-headings
- Change “prior to administration” in the 3<sup>rd</sup> dot point to read “and administer”.
- In the Range Statement item “Physical hazards may include” add “Latex”.
- In the Range Statement item “Established first aid principles and procedures may include”, move the dot point on “Checking the site for danger” to the 1<sup>st</sup> spot on the list.
- In the Range Statement item “Casualty's condition may include”, combine the ASCIA list for signs of mild-moderate allergic reactions with that for severe allergic reaction.
- In the section on “Context of and specific resources for assessment” move the “correct positioning of the casualty to first place.

## Appendix 1 – Minutes of the Project Steering Committee Meetings

### *VUXXXXD – Develop risk minimisation and management strategies for allergic reaction and anaphylaxis*

- After some discussion, the members agreed that this unit should be integrated with the previous unit. However, before instigating this change Leith Pawsey agreed to check with Emma Gilbert on the opinion of the Department of Education and Early Childhood Development to the proposed change. Leith will advise Sam of the outcome, so that he can prepare draft 2 of the re-accreditation submission accordingly.

Action: Leith Pawsey

- In PC 2.2 and everywhere reference is made to the ASCIA Action Plan, it should be amended to the “ASCIA Action Plan for Anaphylaxis.”
- Change PC 3.1 to read “Risk assessment is undertaken for proposed activities in different environments.”
- In the ‘Required skills and knowledge’ section list the skills and knowledge under separate sub-headings
- Change the 1<sup>st</sup> dot point in the skills and knowledge to read “All responsible staff must know the identities of people at risk, including children”
- In the 11<sup>th</sup> dot point change “children at risk” to read “people at risk, including children”
- In the Range Statement item on sign and symptoms, combine the ASCIA list for signs of mild-moderate allergic reactions with that for severe allergic reaction
- In the Range Statement item on “All proposed activities” change it to “proposed activities” and add workplace activities and immunisation events to the list
- To the Range Statement item on “Stakeholders” add “specialist staff” and “workplace first aiders”
- To the Range Statement item on “Information to be communicated” change “all scenarios” in the 5<sup>th</sup> dot point to “various scenarios.”
- In the “Context of and specific resources for assessment” section add “to identify risk” to the reference to “coronial inquest reports”

### *VUXXXXA – Apply Automated External Defibrillation*

- Change element 2 to read “Perform defibrillation.”
- In PC 2.1 change “applied” to “conducted.”
- In PC 3.3 change “initiation use” to “initiation and use.”
- Change “breathing and circulation” in the 2<sup>nd</sup> dot point in the Range Statement item on “Establish first aid principles” to “and signs of life.”
- Amend the Range Statement item on “Risks to first aider” to read “Risks to first aiders and others.”

### *VUXXXXB – Apply oxygen resuscitation/oxygen therapy*

- Change element 2 to read “Administer oxygen”
- Remove “and/or ambulance support” from PC 3.1.
- Change the Range Statement item “Risk to first aiders” to read “Risks to first aiders and others.”

### **General comments:**

The member also suggested the following:

## Appendix 1 – Minutes of the Project Steering Committee Meetings

- The focus of the anaphylaxis units needs to be broadened to include workplace application;
- Throughout the submission use the word “casualty” rather than “patient”.
- In listing the knowledge and skills under the separate sub-headings, try to prioritise the items;
- Consider the nominal duration of the Course in First Aid management of Anaphylaxis after the units have been finalised

### 5. Future action

After Leith has confirmed the approval of the DEECD to the proposal to combine the two anaphylaxis units, Sam will prepare draft 2 of the re-accreditation submission for distribution to the members prior to the next meeting.

It will be necessary to assign a Credit Matrix ranking to the units, as part of the submission. Therefore, the Credit Matrix descriptors were distributed to those present for consideration and possible ranking prior to the next meeting. At that meeting a consensus will be reached on the levels and points to be assigned for each unit.

The next meeting will consider the re-accreditation submission as a whole, including Parts A and B.

### 6. Other business

There was no other business

### 7. Arrangements for the next meeting

The next meeting will be held at the Community Services & Health Industry Training Board offices at 134 Cambridge Street in Collingwood at 9:30 am on Tuesday 13 July.

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# Appendix 1 – Minutes of the Project Steering Committee Meetings

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## Re-accreditation of the courses 21658VIC – Course in Automated External Defibrillation 21659VIC – Course in First Aid Management of Anaphylaxis 21660VIC – Course in Basic Oxygen Administration

### Minutes of the 3<sup>rd</sup> Project Steering Committee held on 13 July 2010

#### Present:

Geoff Sheehan (Chair)	Community Services & Health Industry Training Board
John Lippmann	Divers Alert Network (DAN) Asia-Pacific Limited and Australian Resuscitation Council
Emma Gilbert	Department of Education and Early Childhood Development
Leith Pawsey	Anaphylaxis Australia Inc
Wilma Grant	Royal Children's Hospital
Phillipa Wilson	Premium Health

#### In attendance:

John Dunton	CMM – Human Services, Swinburne University (TAFE)
Autumn Howell	CMM – Human Services, Swinburne University (TAFE)
Sam McCurdy	Dewhurst Consultancy Pty Ltd

#### Apologies:

Mark Staaf	Australian Nursing Federation, Victorian Branch
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#### 1 Minutes of the previous meeting

The spelling of Philippa should be corrected to Phillipa. The word “and” should be inserted between Education and Early Childhood Development. With these corrections the minutes were accepted as being accurate.

#### 2. Business arising from the previous meeting

- *Proposal to combine the two Anaphylaxis units into one unit of competency*

Emma Gilbert explained that the proposal had been considered by the DEECD and rejected on the basis that it could dilute the intent of the relevant Ministerial Order, which clearly identifies both units as separate entities. In the ensuing discussion it was stated that the units are generally delivered in an integrated manner, as the risk management component is essential for effective management of anaphylaxis. The nominal duration was also raised as it is unusual to have units of competency of only 2 hours duration. However, it was concluded that the two units should remain as they are.

22101VIC Course in Automated External Defibrillation  
22099VIC Course in First Aid management of Anaphylaxis  
22100VIC Course in Basic Oxygen Administration  
1 January 2011 to 31 December 2015



## Appendix 1 – Minutes of the Project Steering Committee Meetings

- *Preparation of 2<sup>nd</sup> draft of the re-accreditation submission*

Sam McCurdy advised that the amendments suggested at the last Steering Committee meeting had been incorporated into the 2<sup>nd</sup> draft of the submission, which had been circulated to the members prior to the meeting. The changes had been highlighted in yellow in the document for ready reference.

### 3. Review of the 2<sup>nd</sup> draft of the re-accreditation submission

The committee reviewed the 2<sup>nd</sup> draft page by page and suggested the following additional changes.

Page	Suggested change
5	<ul style="list-style-type: none"> <li>• Insert the word “and” in Department of Education <u>and</u> Early Childhood Development.</li> <li>• Insert the word “Network” after “Divers Alert”.</li> <li>• Move John Dunton from membership of the Steering Committee to the list of those “In attendance”.</li> </ul>
7 & 8	<ul style="list-style-type: none"> <li>• Insert the Credit Matrix ranking for the units and complete the Qualification Profile in each case.</li> </ul>
9	<ul style="list-style-type: none"> <li>• Update the Assessor competencies to those of the TAE10 Training Package.</li> </ul>
12	<ul style="list-style-type: none"> <li>• Add the “ASCIA First Aid Treatment for Anaphylaxis” to the resource list.</li> <li>• Change “Casualty’s own action plan or a sample action plan” to the “ASCIA Action Plans for Anaphylaxis, Insect Allergy and Allergic Reactions”.</li> <li>• Add “relevant legislative documents” to the resource list.</li> <li>• Update the required Trainer qualification to the equivalent in the TAE10 Training Package.</li> </ul>
16	<ul style="list-style-type: none"> <li>• Change the Range Statement item “Risks to first aider and others” to simply “Risks”.</li> </ul>
23	<ul style="list-style-type: none"> <li>• In the Unit Descriptor, change “the casualty’s own automatic adrenaline injecting device” to “adrenaline autoinjecting devices” and add the CPR entry requirement.</li> <li>• In PC 1.3, change “Casualty’s vital signs and physical condition” to “Casualty’s condition” and amend the associated Range Statement item on page 25 accordingly.</li> </ul>
24	<ul style="list-style-type: none"> <li>• Move ‘Severe allergies and the associated trigger factors’ to the Knowledge list.</li> <li>• Amend the 1<sup>st</sup> dot point in the Knowledge list to read “First aid principles and procedures, including bringing medication to the casualty rather than moving them, unless it is necessary to remove them from an immediate danger, such as a beehive.</li> </ul>
25	<ul style="list-style-type: none"> <li>• Move the “ASCIA Anaphylaxis Plan is followed” up to 5<sup>th</sup> spot in the list of “Established first aid principles and procedures” in the Range Statement.</li> <li>• Change “Casualty’s vital signs” to “Casualty’s condition”, as stated on page 23 above.</li> <li>• Add “Relevant legislation, guidelines and model policies” to the “Resources and equipment”.</li> </ul>
26	<ul style="list-style-type: none"> <li>• Change the 4<sup>th</sup> dot point on ‘Casualty’s condition’ to read “Stomach pain and vomiting (Which are signs of a mild .....)”.</li> </ul>



## Appendix 1 – Minutes of the Project Steering Committee Meetings

	<ul style="list-style-type: none"> <li>Change “foppy” to “floppy”.</li> </ul>
27	<ul style="list-style-type: none"> <li>Change the 2<sup>nd</sup> dot point to “administering the adrenaline autoinjecting devices”.</li> </ul>
29	<ul style="list-style-type: none"> <li>Change element 4 to read “Develop a communication plan to raise awareness of allergic reactions and anaphylaxis”.</li> <li>Change PC 4.2 to read “A policy and a communication plan are prepared in consultation with all relevant stakeholders”.</li> <li>Move “Allergic reactions and anaphylaxis in individuals in their care” to the Knowledge list.</li> <li>Add to the 6<sup>th</sup> dot point in the Knowledge list “and Anaphylaxis Model policy for early childhood services”.</li> <li>Add to the 7<sup>th</sup> doth point in the Knowledge list “relevant to the organisation”.</li> <li>Add to the Knowledge list “Sources of professional development on Anaphylaxis Management”</li> </ul>
30	<ul style="list-style-type: none"> <li>Change the 4<sup>th</sup> dot point on “Signs and symptoms” to read “Stomach pain and vomiting (Which are signs of a mild .....)”.</li> <li>Change “foppy” to “floppy”.</li> <li>Change “settings” to “environments” in the last dot point and replace “incursions” with “excursions”.</li> </ul>
31	<ul style="list-style-type: none"> <li>In the Range Statement item on “Stakeholders” move “Carers/parents” to the top of the list</li> <li>Change “Support staff, such as After School Program staff” to “Early childhood staff”.</li> <li>Add “School camp providers” to the list of stakeholders.</li> <li>In the list of “Information to be communicated” remove “Epipen<sup>®</sup>/Anipen<sup>®</sup> and add “Identification of people at risk”.</li> </ul>

It was also recommended that the entry requirement of CPR competency for the courses in Automated External Defibrillation and Basic Oxygen Administration should also be stated in the relevant Unit Descriptors.

#### 4. Credit Matrix Ranking

Sam McCurdy explained the background to the Credit Matrix and advised that it is now mandatory to assign a ranking to each unit within all courses submitted for accreditation by the VRQA. He then assisted the members in determining appropriate levels and points for each unit, as follows:

Unit code	Unit Title	Credit Matrix Level	Credit Matrix Points	Nominal duration
VUXXXXA	Apply automated external defibrillation	3	1	4
VUXXXXB	Apply oxygen resuscitation/oxygen therapy	3	1	4
VUXXXXC	Provide first aid management of severe allergic reactions and anaphylaxis	3	1	2
VUXXXXD	Develop risk minimisation and management strategies for allergic reaction and anaphylaxis	3	1	2

## Appendix 1 – Minutes of the Project Steering Committee Meetings

### 5. Nominal duration of the units within the Course in First Aid Management of Anaphylaxis

Phillipa Wilson expressed concern that the 2 hours nominal duration assigned to each of the two units in this course does not provide sufficient time for effective training and valid assessment given the number of elements and performance criteria. This was highlighted in a recent AQTF audit and is exacerbated by the changes introduced through this re-accreditation process. She proposed that the nominal duration needs to be increased to allow valid assessment of all participants.

In response, Emma explained that this would create major funding issues and could possibly restrict access to the training. Furthermore, participants may be unwilling to devote more time to the training.

An alternative approach was suggested of limiting class sizes for the training to allow all participants to be assessed in all aspects of the units within the time allocated, particularly in the use of the adrenaline autoinjecting devices. It was also suggested that entrants to the course should first complete the ASCIA Anaphylaxis e-training at <http://www.allergy.org.au/content/view/366/325/> to save some time.

After discussion, it was concluded that the proposal for increased nominal hours needed further debate and consideration to resolve the issues involved. As such, it would involve further meetings over an extended time frame and possibly requiring an expanded representation on the Project Steering Committee.

It was agreed that the re-accreditation process should proceed via the Accreditation Panel with the existing nominal hour time allocation and if changes to the nominal duration of each unit in the Course in First Aid Management of Anaphylaxis are supported and agreed, the VRQA can be advised through a Course Modification form from the CMM.

### 6. Course Contents Endorsement forms

The members completed the Course Contents Endorsement forms noting that further work will be need to be done to resolve the issues relating to the nominal duration of the anaphylaxis units.

### 7. Other business

The members were advised that two independent Accreditation Advisers approved by the VRQA would review the courses and provide a report in preparation for an Accreditation Panel meeting. The members agreed that Geoff Sheehan should be the Industry Representative on the Accreditation panel

### 8. Arrangements for the next meeting

It was agreed that further meetings will be necessary to resolve the issues relating to the nominal duration of the anaphylaxis units. John Dunton will advise the members of the meeting arrangements in due course.

### 9. Conclusion

The Chair thanked the members for the valuable input to the re-accreditation project and the meeting closed at 11:50 am.

**Appendix 2:**  
**Course Contents Endorsement forms**

## Appendix 2 – Course Contents Endorsement forms



### Course Contents Endorsement Form

<b>Course title(s)</b>	<b>Course in Automated External Defibrillation</b> <b>Course in First Aid Management of Anaphylaxis</b> <b>Course in Basic Oxygen Administration</b>
------------------------	--

**The steering committee oversees the development of the course and ensures that:**

- the contents and qualification structure meet the needs of industry, enterprises and/or the community
- the course meets all relevant occupational health and safety regulations, licensing requirements and any other legislation that is appropriate to the course
- the employability skills summary reflects the needs of the job role
- any risks associated with the course have been identified
- Credit Matrix points and levels assigned are appropriate

**Each member of the steering committee must complete and sign a copy of this form to certify that they agree that course meets the requirements as specified.**

1. The structure of the course(s) meets the identified industry/enterprise/community need.  
 Yes       No
  
2. The qualification level is appropriate to industry needs  
 Yes       No
  
3. The content of the course(s) includes all relevant occupational health and safety requirements for this industry/community (if appropriate).  
 Yes       No       Not Applicable
  
4. The course(s) meets any licensing requirements for this industry/community.  
 Yes       No       Not Applicable
  
5. The course(s) complies with any relevant legislation specific to the industry/community (if appropriate).  
 Yes       No       Not Applicable
  
6. The content of each unit reflects the knowledge and skills required to achieve the vocational outcome.  
 Yes       No

If you feel as a steering committee member that you cannot agree that one or more of the above requirements has been adequately addressed, please provide details of your concerns. (Please attach additional pages if required.)

*Nominal hours needs to be further analysed & considered in near future*

Name: *Geoff Seaton*      Signature: *[Handwritten Signature]*      Date: *13/7/10*

# Appendix 2 – Course Contents Endorsement forms



## Course Contents Endorsement Form

<b>Course title</b>	Course in Automated External Defibrillation Course in First Aid Management of Anaphylaxis Course in Basic Oxygen Administration
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**The steering committee oversees the development of the course and ensures that:**

- the contents and qualification structure meet the needs of industry, enterprises and/or the community
- the course meets all relevant occupational health and safety regulations, licensing requirements and any other legislation that is appropriate to the course
- the employability skills summary reflects the needs of the job role
- any risks associated with the course have been identified
- Credit Matrix points and levels assigned are appropriate

**Each member of the steering committee must complete and sign a copy of this form to certify that they agree that course meets the requirements as specified.**

- The structure of the course(s) meets the identified industry/enterprise/community need.**  
 Yes       No
- The qualification level is appropriate to industry needs**  
 Yes       No
- The content of the course(s) includes all relevant occupational health and safety requirements for this industry/community (if appropriate).**  
 Yes       No       Not Applicable
- The course(s) meets any licensing requirements for this industry/community.**  
 Yes       No       Not Applicable
- The course(s) complies with any relevant legislation specific to the industry/community (if appropriate).**  
 Yes       No       Not Applicable
- The content of each unit reflects the knowledge and skills required to achieve the vocational outcome.**  
 Yes       No

If you feel as a steering committee member that you cannot agree that one or more of the above requirements has been adequately addressed, please provide details of your concerns. (Please attach additional pages if required.)

.....  
 Name: MARIC STAAE      Signature: [Handwritten Signature]      Date: 28/7/10



## Appendix 2 – Course Contents Endorsement forms



### Course Contents Endorsement Form

<b>Course title(s)</b>	<b>Course in Automated External Defibrillation</b> <b>Course in First Aid Management of Anaphylaxis</b> <b>Course in Basic Oxygen Administration</b>
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<p><b>The steering committee oversees the development of the course and ensures that:</b></p> <ul style="list-style-type: none"> <li>• the contents and qualification structure meet the needs of industry, enterprises and/or the community</li> <li>• the course meets all relevant occupational health and safety regulations, licensing requirements and any other legislation that is appropriate to the course</li> <li>• the employability skills summary reflects the needs of the job role</li> <li>• any risks associated with the course have been identified</li> <li>• Credit Matrix points and levels assigned are appropriate</li> </ul> <p><b>Each member of the steering committee must complete and sign a copy of this form to certify that they agree that course meets the requirements as specified.</b></p>	<ol style="list-style-type: none"> <li>1. <b>The structure of the course(s) meets the identified industry/enterprise/community need.</b>  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No         </li> <li>2. <b>The qualification level is appropriate to industry needs</b>  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No         </li> <li>3. <b>The content of the course(s) includes all relevant occupational health and safety requirements for this industry/community (if appropriate).</b>  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No      <input type="checkbox"/> Not Applicable         </li> <li>4. <b>The course(s) meets any licensing requirements for this industry/community.</b>  <input checked="" type="checkbox"/> Yes      <input checked="" type="checkbox"/> No      <input type="checkbox"/> Not Applicable         </li> <li>5. <b>The course(s) complies with any relevant legislation specific to the industry/community (if appropriate).</b>  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No      <input type="checkbox"/> Not Applicable         </li> <li>6. <b>The content of each unit reflects the knowledge and skills required to achieve the vocational outcome.</b>  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No         </li> </ol>
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If you feel as a steering committee member that you cannot agree that one or more of the above requirements has been adequately addressed, please provide details of your concerns. (Please attach additional pages if required.)

The nominal hours for each unit is not enough to undertake competencies as I understand this will be discussed further.

Name: PHILLIPA WILSON      Signature: [Handwritten Signature]      Date: \_\_\_\_\_



## Appendix 2 – Course Contents Endorsement forms



### Course Contents Endorsement Form

<b>Course title(s)</b>	<b>Course in Automated External Defibrillation</b> <b>Course in First Aid Management of Anaphylaxis</b> <b>Course in Basic Oxygen Administration</b>
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<p><b>The steering committee oversees the development of the course and ensures that:</b></p> <ul style="list-style-type: none"> <li>• the contents and qualification structure meet the needs of industry, enterprises and/or the community</li> <li>• the course meets all relevant occupational health and safety regulations, licensing requirements and any other legislation that is appropriate to the course</li> <li>• the employability skills summary reflects the needs of the job role</li> <li>• any risks associated with the course have been identified</li> <li>• Credit Matrix points and levels assigned are appropriate</li> </ul> <p><b>Each member of the steering committee must complete and sign a copy of this form to certify that they agree that course meets the requirements as specified.</b></p>	<ol style="list-style-type: none"> <li>1. <b>The structure of the course(s) meets the identified industry/enterprise/community need.</b>  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No         </li>   <li>2. <b>The qualification level is appropriate to industry needs</b>  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No         </li>   <li>3. <b>The content of the course(s) includes all relevant occupational health and safety requirements for this industry/community (if appropriate).</b>  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No      <input type="checkbox"/> Not Applicable         </li>   <li>4. <b>The course(s) meets any licensing requirements for this industry/community.</b>  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No      <input checked="" type="checkbox"/> Not Applicable         </li>   <li>5. <b>The course(s) complies with any relevant legislation specific to the industry/community (if appropriate).</b>  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No      <input type="checkbox"/> Not Applicable         </li>   <li>6. <b>The content of each unit reflects the knowledge and skills required to achieve the vocational outcome.</b>  <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No         </li> </ol>
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If you feel as a steering committee member that you cannot agree that one or more of the above requirements has been adequately addressed, please provide details of your concerns. (Please attach additional pages if required.)

*I would like to recommend the size of the class for 21659VIC first aid management of anaphylaxis - as it would impact on the nominal hours.*

Name: *Helena Grant*      Signature: *H Grant*      Date: *13/07/2010*

## Appendix 2 – Course Contents Endorsement forms



### Course Contents Endorsement Form

<b>Course title(s)</b>	<b>Course in Automated External Defibrillation</b> <b>Course in First Aid Management of Anaphylaxis</b> <b>Course in Basic Oxygen Administration</b>
------------------------	--

**The steering committee oversees the development of the course and ensures that:**

- the contents and qualification structure meet the needs of industry, enterprises and/or the community
- the course meets all relevant occupational health and safety regulations, licensing requirements and any other legislation that is appropriate to the course
- the employability skills summary reflects the needs of the job role
- any risks associated with the course have been identified
- Credit Matrix points and levels assigned are appropriate

**Each member of the steering committee must complete and sign a copy of this form to certify that they agree that course meets the requirements as specified.**

1. **The structure of the course(s) meets the identified industry/enterprise/community need.**  
 Yes       No
  
2. **The qualification level is appropriate to industry needs**  
 Yes       No
  
3. **The content of the course(s) includes all relevant occupational health and safety requirements for this industry/community (if appropriate).**  
 Yes       No       Not Applicable
  
4. **The course(s) meets any licensing requirements for this industry/community.**  
 Yes       No       Not Applicable
  
5. **The course(s) complies with any relevant legislation specific to the industry/community (if appropriate).**  
 Yes       No       Not Applicable
  
6. **The content of each unit reflects the knowledge and skills required to achieve the vocational outcome.**  
 Yes       No

If you feel as a steering committee member that you cannot agree that one or more of the above requirements has been adequately addressed, please provide details of your concerns. (Please attach additional pages if required.)

*I would like AAI involvement in further discussion regarding nominal hours, that duration is considered in due course.*

Name: *Leith Karsay*      Signature: *[Signature]*      Date: *13.7.10*





## Appendix 2 – Course Contents Endorsement forms



### Course Contents Endorsement Form

<b>Course title(s)</b>	<b>Course in Automated External Defibrillation</b> <b>Course in First Aid Management of Anaphylaxis</b> <b>Course in Basic Oxygen Administration</b>
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**The steering committee oversees the development of the course and ensures that:**

- the contents and qualification structure meet the needs of industry, enterprises and/or the community
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- the employability skills summary reflects the needs of the job role
- any risks associated with the course have been identified
- Credit Matrix points and levels assigned are appropriate

**Each member of the steering committee must complete and sign a copy of this form to certify that they agree that course meets the requirements as specified.**

1. **The structure of the course(s) meets the identified industry/enterprise/community need.**  
 Yes       No
  
2. **The qualification level is appropriate to industry needs**  
 Yes       No
  
3. **The content of the course(s) includes all relevant occupational health and safety requirements for this industry/community (if appropriate).**  
 Yes       No       Not Applicable
  
4. **The course(s) meets any licensing requirements for this industry/community.**  
 Yes       No       Not Applicable
  
5. **The course(s) complies with any relevant legislation specific to the industry/community (if appropriate).**  
 Yes       No       Not Applicable
  
6. **The content of each unit reflects the knowledge and skills required to achieve the vocational outcome.**  
 Yes       No

If you feel as a steering committee member that you cannot agree that one or more of the above requirements has been adequately addressed, please provide details of your concerns. (Please attach additional pages if required.)

*I am concerned about discussions to increase the nominal hours and so will be present in further discussions about this.*

Name: *Emma Gilbert*      Signature: *[Handwritten Signature]*      Date: *13/7/20*



## Appendix 2 – Course Contents Endorsement forms



### Course Contents Endorsement Form

<b>Course title(s)</b>	<b>Course in Automated External Defibrillation</b> <b>Course in First Aid Management of Anaphylaxis</b> <b>Course in Basic Oxygen Administration</b>
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**The steering committee oversees the development of the course and ensures that:**

- the contents and qualification structure meet the needs of industry, enterprises and/or the community
- the course meets all relevant occupational health and safety regulations, licensing requirements and any other legislation that is appropriate to the course
- the employability skills summary reflects the needs of the job role
- any risks associated with the course have been identified
- Credit Matrix points and levels assigned are appropriate

**Each member of the steering committee must complete and sign a copy of this form to certify that they agree that course meets the requirements as specified.**

1. **The structure of the course(s) meets the identified industry/enterprise/community need.**  
 Yes       No
  
2. **The qualification level is appropriate to industry needs**  
 Yes       No
  
3. **The content of the course(s) includes all relevant occupational health and safety requirements for this industry/community (if appropriate).**  
 Yes       No       Not Applicable
  
4. **The course(s) meets any licensing requirements for this industry/community.**  
 Yes       No       Not Applicable
  
5. **The course(s) complies with any relevant legislation specific to the industry/community (if appropriate).**  
 Yes       No       Not Applicable
  
6. **The content of each unit reflects the knowledge and skills required to achieve the vocational outcome.**  
 Yes       No

If you feel as a steering committee member that you cannot agree that one or more of the above requirements has been adequately addressed, please provide details of your concerns. (Please attach additional pages if required.)

*Need to resolve a potential issue with adequacy of removal time frame.*

Name: *John Lippmann*      Signature: *[Signature]*      Date: *13/12/10*

**Appendix 3:  
Letters of Support**

## Appendix 3 – Letters of Support



### **Australian Resuscitation Council (Victorian Branch) Inc.**

P.O. Box 2490, Templestowe Heights, Victoria, 3220  
Telephone: (03) 9840 3788 Facsimile: (03) 9840 3709  
Web: [www.resus.org.au](http://www.resus.org.au) Email: [Tony.Walker@ambulance.vic.gov.au](mailto:Tony.Walker@ambulance.vic.gov.au)

13<sup>th</sup> August 2010

Mr. John Dunton,  
Executive Officer  
CMM - Human Services, Arts, Sport & Museum/Libraries  
(H92) Swinburne University of Technology - TAFE,  
John St,  
HAWTHORN VIC 3122

Dear Mr Dunton,

I am writing on behalf of the Australian Resuscitation Council (Victorian Branch) to support the reaccreditation of the following State accredited courses:

- Course in Automated External Defibrillation 21658VIC
- Course in First Aid Management of Anaphylaxis 21659VIC
- Course in Basic Oxygen Administration 21660VIC

We have reviewed the course submission document and believe that the course content, structure, delivery and assessment strategies will meet the needs of students undertaking these courses as well as the industry and community sectors.

If you require any further information please don't hesitate to contact me on 0419 004 214 or via e-mail [tony.walker@ambulance.vic.gov.au](mailto:tony.walker@ambulance.vic.gov.au).

Yours sincerely,

**Assoc Prof Tony Walker ASM FACAP  
Chair, Victorian Branch  
Australian Resuscitation Council**

## Appendix 3 – Letters of Support

49A Karnak Road  
PO Box 384  
Ashburton Vic 3147  
Australia



T: 61 3 9886 9166  
F: 61 3 9886 9155  
info@danasiapacific.org  
www.danasiapacific.org

John Dunton, Executive Officer  
CMM - Human Services, Arts, Sport & Museum/Libraries  
(H92) Swinburne University of Technology -TAFE,  
John St, Hawthorn, VIC 3122

12 August 2010-08-12

Dear Mr Dunton,

This letter is to support the reaccreditation of the following State accredited courses:

Course in Automated External Defibrillation 21658VIC,  
Course in First Aid Management of Anaphylaxis 21659VIC, and  
Course in Basic Oxygen Administration 21660VIC.

We at Divers Alert Network have reviewed the course submission document and believe that the course content, structure, delivery and assessment strategies will meet the needs of students undertaking these courses as well as the industry and community sectors.

Sincerely,

A handwritten signature in black ink, appearing to read 'Scott Jamieson', is written over a faint, larger version of the signature.

**Scott Jamieson**  
**ADMINISTRATION MANAGER**

## Appendix 3 – Letters of Support



### Department of Education and Early Childhood Development

Office for Government School Education

2 Treasury Place  
East Melbourne, Victoria 3002  
Telephone: +61 3 9637 2000  
DX 210083  
GPO Box 4367  
Melbourne, Victoria 3001

Mr John Dunton  
Executive Officer  
CMM - Human Services, Arts, Sport & Museum/Libraries (H92)  
Swinburne University- TAFE  
John Street  
HAWTHORN 3122

Dear Mr Dunton

Thank you for your invitation to provide a letter of support to facilitate the reaccreditation of the *Course in First Aid Management of Anaphylaxis*, currently course 21659VIC.

On behalf of the Department of Education and Early Childhood Development (the Department) I provide support to reaccredit the Course in First Aid Management of Anaphylaxis. I can confirm that the course has been reviewed and revised in accordance with the views of the Department.

I note that Ms Emma Gilbert, Senior Policy Officer, Student Wellbeing Division has represented the Department at steering committee meetings to date. I also note that the reaccreditation of the Course in First Aid Management of Anaphylaxis aligns with current anaphylaxis legislation for schools and licensed children's services.

If the Victorian Registration and Qualifications Authority has further queries about the Department's support for the Course in First Aid Management of Anaphylaxis, please advise them to contact Ms Gilbert as the Departmental representative on 9637 2017.

Yours sincerely

**Kris Arcaro**  
**A/General Manager**  
**Student Wellbeing Division**

5/8/10



## Appendix 3 – Letters of Support



24 July 2009

Mr John Dunton  
Executive Officer  
Swinburne University of Technology  
523 Burwood Road  
Hawthorn Vic 3122

Dear John

This letter is to support the need to re-accredit and/or revise the following courses as a result of feedback from industry:

21658VIC Course in Automated External Defibrillation  
21659VIC Course in First Aid Management of Anaphylaxis  
21660VIC Course in Basic Oxygen Administration

The current training packages do not contain qualifications or units of competency that are equivalent.

Yours sincerely

A handwritten signature in black ink, appearing to read 'J O'Brien', written in a cursive style.

Jacquie O'Brien  
CEO

### Community Services & Health Industry Training Board

Suite 106, 134 Cambridge Street  
Collingwood Vic 3066  
Ph 03 9347 0377  
Fax 03 9347 0464  
Email [cshitbv@intraining.org.au](mailto:cshitbv@intraining.org.au)  
Reg Ass No AOC32687A  
ABN 32 959 068 201

22101VIC Course in Automated External Defibrillation  
22099VIC Course in First Aid management of Anaphylaxis  
22100VIC Course in Basic Oxygen Administration  
1 January 2011 to 31 December 2015

