



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **MEM13001B Perform emergency first aid**

**Release: 1**

## MEM13001B Perform emergency first aid

### Modification History

Not Applicable

### Unit Descriptor

|                        |   |
|------------------------|---|
| <b>Unit descriptor</b> | This unit covers performing basic emergency first aid, EAR (expired air resuscitation) and CPR (cardiopulmonary resuscitation). |
|------------------------|---|

### Application of the Unit

|                                |   |
|--------------------------------|---|
| <b>Application of the unit</b> | <p>This unit applies to administration of basic emergency first aid treatment and the management of life threatening situations where an unconscious person requires expired air resuscitation (EAR) and cardiopulmonary resuscitation (CPR).</p> <p>This unit does not meet all of the requirements expected of designated First Aid Officers.</p> <p>The competencies required for situations involving isolation of persons from hazardous electrical situations are covered in Unit MEM18049C (Disconnect/reconnect fixed wired equipment up to 1000 volts a.c. and 1500 volts d.c.) and Unit MEM10003B (Install and test electrical wiring and circuits up to 1000 volts a.c. and 1500 volts d.c.).</p> <p><b>Band: A</b></p> <p><b>Unit Weight: 1</b></p> |
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### Licensing/Regulatory Information

Not Applicable

## Pre-Requisites

|                           |  |  |
|---------------------------|--|--|
| <b>Prerequisite units</b> |  |  |
|                           |  |  |
|                           |  |  |

## Employability Skills Information

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|-----------------------------|--|
| <b>Employability skills</b> | This unit contains employability skills. |
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## Elements and Performance Criteria Pre-Content

|   |  |
|---|--|
| Elements describe the essential outcomes of a unit of competency. | Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide. |
|---|--|

## Elements and Performance Criteria

| ELEMENT                        | PERFORMANCE CRITERIA   |
|--------------------------------|--|
| 1. Perform emergency first aid | 1.1. Correct procedures for EAR (expired air resuscitation) and CPR (cardiopulmonary resuscitation) are demonstrated on a mannequin.<br>1.2. First aid treatment of injuries is carried out correctly.<br>1.3. Details of first aid administered are accurately recorded.<br>1.4. Understanding of relevant regulatory and legislative requirements is demonstrated. |

## Required Skills and Knowledge

| REQUIRED SKILLS AND KNOWLEDGE   |
|---|
| <p>This section describes the skills and knowledge required for this unit.</p>  |
| <p><b>Required skills</b></p>   |
| <p>Look for evidence that confirms skills in:</p> <ul style="list-style-type: none"> <li>• planning and sequencing operations</li> <li>• checking and clarifying task-related information</li> <li>• performing EAR (expired air resuscitation) and CPR (cardiopulmonary resuscitation) on a mannequin</li> <li>• simulated first aid treatment for the full range of injuries covered by the range statement</li> <li>• reading, interpreting and following emergency first aid procedures and related documents</li> <li>• entering information onto proformas and other relevant documents</li> <li>• communicating effectively with injured persons, appropriate personnel and authorities</li> </ul> |
| <p><b>Required knowledge</b></p>  |
| <p>Look for evidence that confirms knowledge of:</p> <ul style="list-style-type: none"> <li>• applicable regulatory and legislative requirements</li> <li>• use and application of any applicable personal protective equipment</li> <li>• hazards and control measures associated with performing emergency first aid, including housekeeping</li> <li>• instances where EAR and CPR should be performed</li> <li>• procedures for preparing a person for the administration of EAR and CPR</li> </ul>   |

**REQUIRED SKILLS AND KNOWLEDGE**

- procedures for performing EAR and CPR on a child and an adult
- dangers and precautions to be taken when administering EAR and CPR
- emergency first aid procedures for injuries covered by the scope of this unit
- details to be recorded of first aid administered
- procedures and reasons for recording first aid administered
- relevant regulatory and legislative requirements with respect to emergency first aid
- the impact of regulatory/legislative requirements on the individual and others
- safe work practices and procedures

## Evidence Guide

| <b>EVIDENCE GUIDE</b>   |  |
|---|--|
| <p>The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</p> |  |
| <b>Overview of assessment</b>   | A person who demonstrates competency in this unit must be able to perform emergency first aid.   |
| <b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>   | Assessors must be satisfied that the candidate can competently and consistently perform all elements of the unit as specified by the criteria, including required knowledge, and be capable of applying the competency in new and different situations and contexts.   |
| <b>Context of and specific resources for assessment</b>   | <p>This unit may be assessed on the job, off the job or a combination of both on and off the job. Where assessment occurs off the job, that is the candidate is not in productive work, then an appropriate simulation must be used where the range of conditions reflects realistic workplace situations. The competencies covered by this unit would be demonstrated by an individual working alone or as part of a team. The assessment environment should not disadvantage the candidate.</p> <p>This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with performing emergency first aid or other units requiring the exercise of the skills and knowledge covered by this unit.</p> |
| <b>Method of assessment</b>   | Assessors should gather a range of evidence that is valid, sufficient, current and authentic. Evidence can be gathered through a variety of ways including direct observation, supervisor's reports, project work, samples and questioning. Questioning techniques should not require language, literacy and numeracy skills beyond those required in this unit of competency. The candidate must have access to all tools, equipment, materials and documentation required. The candidate must be permitted to refer to any relevant workplace procedures, product and manufacturing specifications, codes, standards, manuals and reference materials.   |
| <b>Guidance information for assessment</b>  |  |

## Range Statement

### 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. **Italicised** wording, if used in the performance criteria, is detailed below. 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) may also be included.

#### Injuries

Burns/scalds, fractures, cuts and abrasions, poisoning, foreign bodies in eyes, concussion and shock

## Unit Sector(s)

|             |  |
|-------------|--|
| Unit sector |  |
|-------------|--|

## Co-requisite units

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|--------------------|--|--|
| Co-requisite units |  |  |
|                    |  |  |
|                    |  |  |

## Competency field

|                  |                                |
|------------------|--------------------------------|
| Competency field | Occupational health and safety |
|------------------|--------------------------------|