

PROVIDER DETAILS				
Name of RTO	Allens Training Pty Ltd			
RTO number	90909			
Phone number	1300 559 064			
Web site	www.allenstraining.com.au			
ABN number	63 114 756 857			
Registration details	Our scope of training is listed on the web site training.gov.au. Our registration number is 90909. A direct link can be found here .			
Rights and Responsibilities	<p>This course information sheet is designed be read in conjunction with the “Student Agreement”</p> <p>This agreement can be viewed and downloaded at www.allenstraining.com.au</p> <p>The “Student Agreement” must be read before enrolling into any training course delivered by Allens Training or any of it’s partner organisations. It is a condition of enrolment that you and we agree to abide by the terms and conditions outlined in the “Student Agreement”</p>			
COURSE INFORMATION				
Qualification Code	HLT41007			
Qualification Title	Certificate IV in Health Care (Ambulance)			
	Core units are marked C Elective units are marked E	C or E	Home study (Approx)	Face to Face (minimum)
Communication units	BSBFLM303C Contribute to effective workplace relationships	C	6 hours	
	HLTAMBFC301C Communicate with clients & colleagues to support health care	C	6 hours	
	HLTHIR301B Communicate and work effectively in health	C	6 hours	
	HLTHIR402C Contribute to organisational effectiveness in the health industry	C	6 hours	
	HLTAMBFC402C Communicate in complex or difficult situations	E	6 hours	
Rescue and transport units	HLTAMBAE403C Follow procedures for routine safe removal of client	C		4 hours
	HLTAMBSC401B Manage routine scene and promote public safety	C		4 hours
	HLTAMB301B Transport non-emergency clients under operational conditions	E	2 hours	4 hours
Clinical care units	HLTIN301C Comply with infection control policies & procedures	C	6 hours	2 hours
	HLTAP401B Confirm physical health status	C	6 hours	2 hours
	HLTAMBCR401B Deliver basic clinical care	C		8 hours
OHS units	HLTOHS300B Contribute to OHS processes	C	6 hours	
Welfare units	HLTAMBPD401C Manage personal stressors in the work environment	C	6 hours	
	CHCCS400B Work within a relevant legal and ethical framework	E	6 hours	1 hour
Diversity units	HLTHIR404D Work effectively with Aboriginal & Torres Strait Islander people	E	6 hours	1 hour
	HLTHIR404C Work effectively with culturally diverse clients and co-workers	E	6 hours	1 hour
Training and mentoring	TAEASS403A Participate in assessment validation	E	6 hours	1 hour
	TAEASS401A Plan assessment activities and processes	E	6 hours	2 hours
	TAEASS402A Assess competence	E	6 hours	2 hours
Course Outcomes	Approximately		92 hours	32 hours
Skills & knowledge	<p>Participants will further build on advanced first aid skills and knowledge to enable them to provide emergency medical first response in a workplace or community setting</p> <ul style="list-style-type: none"> Working knowledge of: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Legal responsibilities and duty of care, including confidentiality <input checked="" type="checkbox"/> Basic anatomy (skeleton, muscles, joints, bones), physiology and toxicology <input checked="" type="checkbox"/> ARC Australian Resuscitation Council guidelines and/or 			

	<ul style="list-style-type: none"> state/territory regulations, legislation and policies relating to provision of first aid <input checked="" type="checkbox"/> Procedures for dealing with major & minor accidents in the workplace <input checked="" type="checkbox"/> Infection control principles and procedures, including using standard precautions <input checked="" type="checkbox"/> How to gain access to and interpret material safety data sheets (MSDSS) <input checked="" type="checkbox"/> Company/organisation standard operating procedures (sops) <input checked="" type="checkbox"/> Priorities of management in first aid <input checked="" type="checkbox"/> Occupational health & safety requirements in the provision of first aid. <input checked="" type="checkbox"/> Capabilities of emergency management services <input checked="" type="checkbox"/> First aiders' skills and limitations <input checked="" type="checkbox"/> Safe storage and handling procedures for pressurised gases • Clinical care/first aid management procedures in accordance with ARC Guidelines, state/territory regulations, legislation and policies and organisation requirements for conditions • Working knowledge of: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> The use of AED, oxygen, bronchodilator <input checked="" type="checkbox"/> Spinal care <input checked="" type="checkbox"/> Management of anaphylactic shock reaction <input checked="" type="checkbox"/> The use of analgesic gases • Incident management procedures: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manual handling, hazardous substances, dangerous goods or chemicals <input checked="" type="checkbox"/> Basic triage for a multiple casualty incident <input checked="" type="checkbox"/> Safe access to the casualty <input checked="" type="checkbox"/> Awareness of confined spaces and dangerous places <input checked="" type="checkbox"/> Removal of casualty to safe area, if appropriate <input checked="" type="checkbox"/> Coordinate activities of other first aiders, if applicable • First aid management procedures may also relate to emergency childbirth • Complications and associated methods of management for conditions identified in the range statement • State and territory regulatory requirements relating to currency of skill and knowledge • Social issues, especially in particular workplace or community context including: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Importance of debriefing <input checked="" type="checkbox"/> Need to be culturally aware, sensitive and respectful <input checked="" type="checkbox"/> Confidentiality <input checked="" type="checkbox"/> Own skills and limitations • Awareness of stress management techniques and available support • Safety procedures for the operation of pressurised gases • Communication skills, work effectively with others, OHS issues • Use medical terminology, recognise healthy body systems • Apply infection control measures • Drive a non urgent transport vehicle according to the road rules • Maintain training and mentoring skills
Award Issued	<p>Students who successfully complete this nationally recognised training will be awarded the qualification:</p> <p>HLT41007 Certificate IV in Health Care (Ambulance)</p>
Pathways to other qualifications or employment opportunities	<p>Students who successfully completed this qualification may be eligible for entry into further study such as:</p> <p>Diploma of Paramedic Practice</p>
Where is the training package information located?	<p>A copy of training package information related to this qualification can be found here:</p>
Duration of course	<p>This course requires a <u>combination of both</u> home study and face to face hours. Home study approximately 92 hours. Practical face to face approximately 32 hours.</p> <p>This would equate to approximately 124 hours or the equivalent of 3.2 weeks of training. The times included in this document are <u>minimum</u> times. Home study hours may vary depending on experience of the student.</p>
Language and literacy requirements	<p>You would be required to write reports, calculate medications, read detailed protocols, and make recommendations for improvements, address OHS issues</p>
Pre-requisites	<p>There are no pre-requisites or co-requisites for entry into this qualification. However, the unit HLTAP401A Confirm Physical Health Status is a pre-requisite for</p>

	<p>HLTAMBCR401A Deliver Basic Clinical Care and so unit 5 must be completed before commencing unit 9.</p> <p>An unrestricted drivers licence is also required to complete the unit HLTAMB301A Transport non-emergency clients under operational conditions.</p>
Student rights	<p>A detailed description in the student agreement concerning your rights and responsibilities is available on our website. This important information should be read prior to the course. An example of some of the information that is contained in this document include our refund policy, complaints procedures, who to talk to concerning issues raised during the class, assessments information and guarantees.</p>
How does legislation affect my training?	<p>This course follows policy statements of the Australian Resuscitation Council and follows State or Territory legislation.</p>
Target Audience	<p>This qualification covers work involving delivery of limited direct client care in an emergency response context. The student has 12 months in which to complete this course upon enrolment.</p> <p>The qualification focuses on work in the ambulance industry done by volunteers or workers who provide a basic emergency response and transport roles in areas where there is a relatively low workload. This qualification is suited to Australian Apprenticeship pathways.</p> <p>Occupational titles may include:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Volunteer ambulance officer <input checked="" type="checkbox"/> Ambulance attendant <input checked="" type="checkbox"/> Casual ambulance officer <input checked="" type="checkbox"/> Industrial medic <input checked="" type="checkbox"/> Ambulance community officer <input checked="" type="checkbox"/> Honorary ambulance officer <input checked="" type="checkbox"/> Emergency patient transport officer
Is there any recognition of my prior learning or experiences (RPL) or recognition of my current competencies?	<p>If you have completed courses in a related field you may be able to take advantage of a facility called "RPL" or "Recognition of Prior Learning". This means that account may be taken of related qualifications, even if they are issued by another Registered Training Organisation, to satisfy some or all of the course requirements. Evidence considered for assessment is the RPL Application Form plus a wide range of supporting evidence. If further evidence is required then this is negotiated with the candidate. The process may include a further interview, written assignment, workplace assessment, and collection of other material.</p> <p>The outcome may be that we can:</p> <ol style="list-style-type: none"> 1. Provide the qualification based on the material supplied. 2. Provide the qualification subject to some form of assessment, but without classroom attendance. 3. Provide partial recognition of units of the course and thereby reduce the classroom and assessment process leading to course completion. <p>Fees will be charged for the RPL service and will be discussed when you approach Allen's Training to determine the requirements that will need to be supplied.</p>
Course fees	<p>This course may be delivered by way of partnership arrangements with your trainer. The course fee will be paid direct to the trainer (the partner organisation). This course is usually arranged by the employer of a workgroup and the employer can be invoiced for the training. If the employer does not arrange the training, or the employer does not agree to fund the training, training fees must be paid by the individual students direct to the trainer. All partners will be required to meet minimum resource and facility requirements and course fees are available at the time of enrolment.</p>
Refund Policy	<p>A detailed explanation of our refund policy is contained in the "Student Agreement"</p>
Location of the training	<p>The training required by the target group requires training either at the employer's workplace so that they can develop skills consistent with their job description in their own employment practice, at a simulated workplace or in a classroom. A flexible learning strategy incorporating On line learning programs may be utilised where appropriate. This information will be made available at the time of enrolment.</p>
What to bring	<ul style="list-style-type: none"> • Lunch • Pen and • Note paper • ID sufficient for 100 points of ID
Identifying Special Needs	<p>Person(s) participating in training may have special needs. Where these needs are identified through the enrolment process the trainer will explore the options available to them to support the learner through the training program. Candidates with special needs may include those with language, literacy and/or numeracy problems, disabilities, and anxious or inexperienced candidates.</p>

Support services	<p>At any time, assistance is always available by email jim@allenstraining.com.au or phoning the office 0248228066 and ask for Jim to discuss the levels of assistance available.</p> <p>Client Supports services are also listed in the “Student Agreement”</p>
Reasonable adjustment	<p>As an example, If a person with a disability meets essential entry requirements, the RTO must make changes or "reasonable adjustments" necessary for that person to perform their course-work.</p> <p>In most situations, the student with a disability will be able to tell the RTO what he or she needs to be able to study. If necessary, the RTO should also seek advice from disability areas within government departments or organisations that represent or provide services to people with a disability.</p> <p>Adjustments may include:</p> <ul style="list-style-type: none"> • Modifying educational premises. For example, making ramps, modifying toilets and ensuring that classes are in rooms accessible to the person with a disability. • Modifying or providing equipment. For example, lowering lab benches, enlarging computer screens, providing specific computer software or an audio loop system. • Changing assessment procedures. For example, allowing for alternative examination methods such as oral exams, or allowing additional time for someone else to write an exam for a person with a disability. • Changing course delivery. For example, providing study notes or research materials in different formats or providing a sign language interpreter for a deaf person.”
Infrastructure requirements	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> All staff involved in the delivery and assessment of this unit, have direct access to the current version of the relevant training package, including the appropriate units of competency, assessment guidelines and qualification structure. See internal Intranet access <input checked="" type="checkbox"/> All staff involved in delivering the program have access to trainer, assessor and candidate support materials relevant to their areas of delivery and assessment <input checked="" type="checkbox"/> All staff will have access to continuing training. An annual conference day is held for all staff, with extra training sessions available on request should the need arise <input checked="" type="checkbox"/> The RTO has access to staff and training/assessment resources to meet the requirements of candidates with special needs and has an assessment process that is capable of supporting reasonable adjustment procedures <input checked="" type="checkbox"/> All participants will have a learning resource supplied to them <input checked="" type="checkbox"/> Fully equipped training room (should include but not be limited to: whiteboard, computer for power point presentations, VCR/DVD player) must be available for each course. We have reviewed the equipment required to conduct this course
Resources required by the trainer to conduct this training	<p>Resources for the delivery and assessment of this unit must include:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Transport vehicle such as an ambulance or similar type <input checked="" type="checkbox"/> Infection control equipment such as gloves <input checked="" type="checkbox"/> Oxygen equipment including airway management equipment <input checked="" type="checkbox"/> Automated external defibrillation equipment (AED) <input checked="" type="checkbox"/> Traction and other types of splinting <input checked="" type="checkbox"/> Relevant objects for lifting eg spine boards, cervical collars <input checked="" type="checkbox"/> Suitable standard operating procedures and protocols <input checked="" type="checkbox"/> Patient care records <input checked="" type="checkbox"/> Manikins for insertion of oral airways, plus oral airways in various sizes <input checked="" type="checkbox"/> Communication equipment <input checked="" type="checkbox"/> Soap, disinfectant <input checked="" type="checkbox"/> Plastic aprons <input checked="" type="checkbox"/> Gowns, Gloves <input checked="" type="checkbox"/> Diagrams of the human body <input checked="" type="checkbox"/> Asthma medications such as salbutamol or ventolin inhaler <input checked="" type="checkbox"/> Asthma equipment such as puffer/spacer/nebuliser masks <input checked="" type="checkbox"/> Epi Pen and/or Ana Pens trainers <input checked="" type="checkbox"/> Eye protection <input checked="" type="checkbox"/> Bottle of anginine tablets (use tic tacs or similar as placebo) <input checked="" type="checkbox"/> Oral hypoglycaemia medications such as dextrose gel or sugar/lolly
Assessments methods explained	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Written paper for every unit short answer/multiple choice questions. The pass mark is 75%. <input checked="" type="checkbox"/> Group activities and questioning

- Practical demonstrations/skills assessments. For the units of clinical care there are skills sheets and video examples of practical assessments that are required.
<http://www.allenstraining.com.au/courses/first-aid-related-courses/apply-first-aid.aspx>
<http://www.allenstraining.com.au/onlinelearning.aspx>

Based on a combination of the written paper, group activities and practical demonstrations/skills assessments, your Trainer/assessor will determine whether you have acquired the competencies required for each unit

Progressive written & practical assessment tasks that include:

- observation of performance
- written tasks (Each unit has a written assessment that is to be completed at the end of the unit)
- interviewing and questioning
- formal appraisal systems
- staff/client feedback
- portfolio/CV
- supporting statement of supervisor(s)
- authenticated evidence of relevant work experience and/or formal/informal learning
- case studies and scenarios as a basis for discussion of issues and strategies to contribute to best practice in the work environment

Trainers will refer to the competency skills checklist that is located on our web site and you must use these as they have been made available to students as a part of pre course study

What documents does the student send back to Allens Training and by what method?

Enrolment and assessment paper for each unit. Can be submitted by either:

- Registered post with Australia Post to PO Box 1265 Goulburn NSW 2580 **or**
- Fax to Allens Training 0248228055 and keep the originals as a copy **or**
- Scan and send by email to courses@allenstraining.com.au and keep the originals as a copy

Summative assessment

A summative assessment occurs at the end of the training and assesses a whole of course approach a measure of accountability or what has been learnt after the learning process has taken place e.g. formal test or final practical assessment

Formative assessment

Formative assessments occurs during the course when content is being taught and learned and should continue throughout the period of learning and is not meant to assign competency

Evidence required to demonstrate competency in this unit

This unit is most appropriately assessed in the workplace or in a simulated workplace and under the normal range of workplace conditions

Evidence gathering techniques

The letters on the chart refer to the documented evidence gathering techniques used

Program area	A	B	C	D	E	F	G	H
Communication units	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Rescue and transport units	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Clinical care units	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Welfare units	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
OHS units	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Diversity units	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Training and mentoring units	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	
Key: A Demonstration C Interview E Role play G Written test B Oral questioning D Group scenario F Case study H Pre course work book								

Assessing the evidence

Assess the evidence gathered against the unit of competency being assessed. Ensure you have the following completed for each learner:

- Written Assessment (records the evidence gathered)
- Student Enrolment and Assessment Record (records the final assessment result)
- Assessment Tool Review

Employability Skills

This section contains the Employability Skills Summary for this qualification.

Communication

- Listening to and understanding work instructions, directions and feedback

- Speaking clearly/directly to relay information
- Reading and interpreting workplace related documentation, such as safety requirements and work instructions
- Writing to address audience needs, such as work notes and reports
- Interpreting the needs of internal/ external customers from clear information
- Applying numeracy skills to workplace requirements involving measuring and counting
- Establishing and using networks
- Sharing information (eg. with other staff and clients)
- Negotiating responsively (eg. re own work role and/or conditions, possibly with clients)
- Persuading effectively (ie. within scope of own work role)
- Being appropriately assertive (eg. in relation to safe or ethical work practices & own work role)
- Empathising (eg. in relation to others)

Teamwork

- Working as an individual and a team member
- Working with diverse individuals and groups
- Applying knowledge of own role as part of a team
- Applying teamwork skills to a range of situations
- Identifying and utilising the strengths of other team members
- Giving feedback, coaching and mentoring

Problem Solving

- Developing practical and creative solutions to workplace problems (ie. within scope of own role)
- Showing independence and initiative in identifying problems (ie. within scope of own role)
- Solving problems individually or in teams (ie. within scope of own role)
- Applying a range of strategies in problem solving
- Using numeracy skills to solve problems (eg. time management, stock rotation, shift handover)
- Testing assumptions and taking context into account (ie. with an awareness of assumptions made and work context)
- Listening to and resolving concerns in relation to workplace issues
- Resolving customer concerns relative to workplace responsibilities (ie. if role has direct customer contact)

Initiative and Enterprise

- Adapting to new situations (ie. within scope of own role)
- Being creative in response to workplace challenges (ie. within relevant guidelines and protocols)
- Identifying opportunities that might not be obvious to others (ie. within a team or supervised work context)
- Generating a range of options in response to workplace matters
- Translating ideas into action (ie. within own work role)
- Developing innovative solutions (ie. within a team or supervised work context and within established guidelines)

Planning and Organising

- Collecting, analysing and organising information (ie. within scope of own role)
- Using organisation systems for planning and organising (ie. if applicable to own role)
- Being appropriately resourceful (ie. within scope of own role)
- Taking initiative and making decisions within workplace role (ie. within authorised limits)
- Participating in continuous improvement and planning processes (ie. within scope of own role)
- Working within clear work goals and deliverables
- Determining or applying required resources (ie. within scope of own role)
- Allocating people and other resources to tasks and workplace requirements (ie. within scope of own role)
- Managing time and priorities (ie. in relation to tasks required for own role)
- Adapting resource allocations to cope with contingencies (ie. if relevant to own role)

Self-management

- Being self-motivated (ie. in relation to requirements of own work role)
- Articulating own ideas (ie. within a team or supervised work context)
- Balancing own ideas and values with workplace values and requirements
- Monitoring and evaluating own performance (ie. within a team or supervised work context)
- Taking responsibility at the appropriate level

Learning

- Being open to learning new ideas and techniques
- Learning in a range of settings including informal learning
- Participating in ongoing learning
- Learning in order to accommodate change
- Learning new skills and techniques
- Taking responsibility for own learning (ie. within scope of own work role)
- Contributing to the learning of others (eg. by sharing information)
- Applying a range of learning approaches (ie. as provided)
- Participating in developing own learning plans (eg. as part of performance management)

Technology

- Using technology and related workplace equipment (ie. if within scope of own role)
- Using basic technology skills to organise data
- Adapting to new technology skill requirements (ie. within scope of own role)
- Applying OHS knowledge when using technology
- Applying technology as a management tool