

10313NAT
Course in Anaphylaxis Awareness

Version 1, October 2012

Section A: Copyright and course classification information

1. Copyright owner of the course	The Asthma Foundation of Victoria
2. Address	<p>Robin Ould, Chief Executive Officer The Asthma Foundation of Victoria 491-495 King Street WEST MELBOURNE, VIC 3003 Tel: (03) 9326 7088 Fax: (03) 9326 7055 Email: rould@asthma.org.au</p> <p>Day to Day Contact:</p> <p>Brendon Harré Training Coordinator 491-495 King Street WEST MELBOURNE, VIC 3003 Tel: (03) 9326 7088 Fax: (03) 9326 7055 Email: bharre@asthma.org.au</p>
3. Type of submission	Renewal of accreditation.
4. Copyright acknowledgement	The copyright owner of the units of competency/modules developed for inclusion in this course is The Asthma Foundation of Victoria.
5. Licensing and franchise	<p>The Asthma Foundation of Victoria will establish licensing or franchising arrangements with interested parties and reserves the right to levy a licensing or franchising fee. Information on such arrangements can be obtained from</p> <p>Brendon Harré Training Coordinator 491-495 King Street WEST MELBOURNE, VIC 3003 Tel: (03) 9326 7088 Fax: (03) 9326 7055 Email: bharre@asthma.org.au</p>
6. Course accrediting body	The Australian Skills Quality Authority (ASQA)

7. AVETMISS information		
	ANZSCO Code	Gen 20 Non-industry specific training
	ASCED Code	0613 Public Health
	National course code	10313NAT
8. Period of accreditation	1 November 2012 to 31 October 2017	

Section B: Course information

1. Nomenclature	
1.1 Name of the qualification	10313NAT Course in Anaphylaxis Awareness
1.2 Nominal duration of the course	4 – 6 hours
2. Vocational or educational outcomes	
2. Purpose of the course	<p>This course is intended to provide participants with the following general education outcomes:</p> <ul style="list-style-type: none"> • Identify signs and symptoms of an allergic/anaphylactic reaction • Assist a person suffering an allergic/anaphylactic reaction • Develop risk minimisation plans for people where a duty of care is present • Implement policies and procedures for allergic/anaphylactic reactions in their workplace.
3. Development of the course	
3.1 Industry /enterprise/ community needs	<p>The course was developed and accredited in 2007 by The Asthma Foundation of Victoria after it identified a need for a course in Anaphylaxis Awareness as a result of new government policy in Victoria and other States.</p> <p>The Victorian Department of Human Services had introduced the Anaphylaxis Model Policy, May 2006, which was based on the premise that the safety and wellbeing of children who are at risk of anaphylaxis is a whole-of-community responsibility. The Department of Education also introduced similar guidelines and regulations, Ministerial Order 90, November 2006 that is based on a whole community response to the management of anaphylaxis in the school setting.</p> <p>In January 2012 the Anaphylaxis Model Policy for children’s services was superseded by the Education and Care Services National Regulations 2011. Due to these regulations all children’s services in Australia need to have a minimum of one staff member at all times on duty with accredited anaphylaxis training. Australian Children’s Education & Care Quality Authority (ACECQA) listed Anaphylaxis Awareness as one of the approved courses to meet these regulations.</p> <p>Anaphylaxis is a severe, life threatening allergic reaction. Up to 2% of the general population and up to 10% of children are at risk of anaphylaxis. The rate of anaphylaxis has doubled in the past 30 years and continues to increase. 1 in 10 children have food allergy, with 2% of these having life threatening anaphylaxis. It has been reported that 8-16% of anaphylaxis occurs in the school/childcare sectors.</p>

The most common food allergens are egg, peanut, tree nuts, cow milk, fish, shellfish, soy bean, wheat and sesame. Other common allergens are bee and other insect stings, some medications and latex. A reaction can develop within minutes of exposure to the allergen, but with planning and training, a reaction can be treated by using an adrenaline auto-injector device.

The majority of Education Departments in Australia and now the national children's service regulators, recognise the importance of staff responsible for children at risk of anaphylaxis and their parents/guardians to undertake training that includes preventative measures to minimise the risk of an anaphylactic reaction, recognition of the signs and symptoms of anaphylaxis and emergency treatment, including, where necessary the administration of an adrenaline auto-injector device. They also recognise that staff and parents/guardians need to be aware that it is not possible to achieve a completely allergen-free environment and that staff and parents/guardians there for need information on strategies to minimise the presence of the allergen in the environment that can lead to a severe allergic reaction.

The Departments have agreed that it is important to raise this awareness through education and therefore deliver an accredited course to all childcare workers, kindergarten teachers, primary teachers, secondary school teachers, parents and community carers.

The Asthma Foundation of Victoria took the initiative to develop an accredited course which provides training to raise awareness of anaphylaxis and its management through education to the identified target audiences and the general community. Additional target groups have been encompassed into the training as government policy on anaphylaxis extends to other work places and work groups.

The Asthma Foundation of Victoria formed a Steering Committee of subject matter experts from the fields of allergy and anaphylaxis to assist in the development of the course. The Steering Committee determined that the education provided to the community should:

- raise awareness about allergies and anaphylaxis in the workplace
- assist participants in assessing risks and developing risk minimisation strategies
- provide participants with an adequate knowledge of allergies, anaphylaxis and emergency procedures
- ensure that participants respond appropriately to an anaphylactic reaction by initiating appropriate treatment, including competently administering an adrenaline auto-injector device.

The educational needs of the community were used to inform the development of the course structure.

The objective of the Course in Anaphylaxis Awareness is to ensure that participants have an understanding of:

- government policy and guidelines
- allergies
- anaphylaxis within the allergy spectrum
- misconceptions about allergies/anaphylaxis
- management of allergic conditions

<p>3.2 Review for re-accreditation</p>	<ul style="list-style-type: none"> • emergency management. <p>The Steering Committee agreed to the proposed course which includes two units of competency:</p> <ul style="list-style-type: none"> • interpret anaphylaxis policies and procedures • manage anaphylaxis in the workplace. <p>The Steering Committee agreed that CPR should not be a prerequisite for the course.</p> <p>Advice was received from the Community Services and Health Industry Skills Council that anaphylaxis is addressed in the essential knowledge component in the 'Apply First Aid unit of competency in the HLT07 Training Package'. However, discussion with the course accrediting authority determined the content of the units in this course is over and above what is addressed by the training package unit. Therefore, the outcomes of this course do not duplicate training package outcomes.</p> <p>The Steering Committee comprised of the following representatives:</p> <ul style="list-style-type: none"> • Garry Irving, Services Manager, The Asthma Foundation of Victoria • Andrew Ford, Training Coordinator, The Asthma Foundation of Victoria • Associate Professor Mimi Tang, Director Department Allergy and Clinical Immunology, Royal Children's Hospital • Associate Professor Jo Douglass, Head, Allergy and Clinical Immunology, The Alfred Hospital • Dr Joanne Smart, Consultant, Immunology, The Royal Children's Hospital, ASCIA Representative • Dr Chris Hogan, General Practitioner and Councillor Australian Resuscitation Council • Leonie Thiele, Clinical Nurse Manager, Allergy Education Centre, The Royal Children's Hospital • Janice Robertson, Manager Workforce Planning and Development, Office for Children, Department of Human Services • Amrita Chandra, Senior Policy Officer, Department of Education and Training • Lynne Sendy-Smithers, Vice President, Anaphylaxis Australia • Marcia Gleeson, Australian Nursing Federation Victorian Branch <p>The steering committee consists of specialist and members of external organisations that relate to the field of allergy and anaphylaxis. As part of the review process the steering committee was asked to table any changes that had happened in relation to allergy and anaphylaxis, that would affect the Anaphylaxis Awareness short course. The items tabled at the meeting were the discussed and voted on to see if they were eligible for inclusion or amendment.</p>
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	<p>Topics discussed included;</p> <ul style="list-style-type: none"> • Anaphylaxis First Aid guidelines from the Australian Resuscitation Council • Adrenaline auto-injector's on the market • Latest information in regards to allergies and anaphylaxis from ASCIA and Allergy & Anaphylaxis Australia <p>The Asthma Foundation of Victoria also has consistent contact with the Department of Education and Early Childhood development who informs the steering committees of its courses of any regulatory changes that affect them. These changes are included automatically when updating courses.</p> <p>As part of the review process trainers and RTO's that deliver Anaphylaxis Awareness are also encouraged to provide feedback in regards to the course content. This feedback is then also tabled at the steering committee meetings for review.</p> <p>Information that was agreed upon for inclusion in the revised course included: The introduction of a second adrenaline auto-injector, Anapen[®] into the Australian market. The Anapen is administered in different way to the EpiPen[®] there was a need to include instructions on its administration into the course.</p> <p>The Australian Resuscitation Council updated the first aid procedure for Allergy and Anaphylaxis, especially in regards to insect bites and stings and this was updated.</p> <p>Reference to all state based school regulations and guidelines in regards to allergy and anaphylaxis have been included as well as work place regulations.</p> <p>Participants who have completed the current course will not be required to update their qualifications to the reviewed course.</p>
4. Course outcomes	
4.1 Qualification level	<p>This short course does not align with any specific AQF level.</p> <p>While this course meets an identified community need, it does not have the depth and breadth required of a qualification. This course is not a qualification with an assigned AQF level.</p>
4.2 Employability skills	Not applicable.
4.3 Recognition given to the course (if applicable)	<p>Completion of this course will enable the graduate to meet the requirements for anaphylaxis management training under the:</p> <ul style="list-style-type: none"> • Education and Care Services National Regulations 2011 for children's services. • Children's Services Regulations 2009 for Occasional Care, Early Childhood Intervention Services, Kids Clubs, and Regulated Nanny's in Victoria

<p>4.4 Licensing/ regulatory requirements (if applicable)</p>	<ul style="list-style-type: none"> • Work Health and Safety Act 2011 • training for Schools under: <ul style="list-style-type: none"> · Ministerial Order 90 in Victoria · Administration of Medications to Students with Notified Medical Conditions Policy in Northern Territory · Anaphylaxis Guidelines for Schools in New South Wales · The Department of Education’s Student’s Health Care Requirements in Tasmania · Anaphylaxis Guidelines for Queensland State Schools · School Education Regulations 2000 - Anaphylaxis Management Guidelines for Western Australian Schools · Anaphylaxis, Planning and Support Guide for Schools in the ACT <p>Not Applicable.</p>																
<p>5. Course rules</p>																	
<p>5.1 Course structure</p>	<p>To attain 10313NAT Course in Anaphylaxis Awareness, participants are required to successfully complete the two units of competency.</p> <p>Participants who complete this course will be issued with a Statement of Attainment that will specify completion of ‘Course in Anaphylaxis Awareness’. Participants who only complete one unit will receive a Statement of Attainment that specifies the unit completed.</p> <p>Refer to the following table for details of the course and nominal hour duration</p>																
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Unit Code</th> <th style="width: 45%;">Unit Title</th> <th style="width: 15%;">Pre-requisites</th> <th style="width: 25%;">Nominal Hours</th> </tr> </thead> <tbody> <tr> <td>ANAIPP001A</td> <td>Interpret anaphylaxis policies and procedures</td> <td>None</td> <td>2</td> </tr> <tr> <td>ANAMAW001A</td> <td>Manage anaphylaxis in the workplace</td> <td>None</td> <td>2</td> </tr> <tr> <td colspan="3" style="text-align: right;">Total Hours</td> <td>4</td> </tr> </tbody> </table>		Unit Code	Unit Title	Pre-requisites	Nominal Hours	ANAIPP001A	Interpret anaphylaxis policies and procedures	None	2	ANAMAW001A	Manage anaphylaxis in the workplace	None	2	Total Hours			4
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Total Hours			4														
<p>5.2 Entry requirements</p>	<p>There are no specific entry requirements or pre-requisites but it is recommended that participants have literacy and numeracy competencies equivalent to National Reporting System (NRS) Level 2:</p> <ul style="list-style-type: none"> • which require comprehending and/or producing structurally simple and cohesive texts, which are typically short and explicit • which require identifying, using, checking on, and communicating straight forward mathematical procedures and representations • in familiar and predictable contexts • with access to structured support required. 																

6. Assessment	
6.1 Assessment strategy	<p>Information will be developed to provide sufficient information to guide assessors and ensure that learners receive assessment that meets their needs and reflects current industry practice.</p> <p>RTO's under licence or franchise must use assessments that have been developed or approved by The Asthma Foundation of Victoria in conjunction with the approved package. RTO's under licence or franchise can only alter the assessments with written consent from The Asthma Foundation of Victoria.</p> <p>The following assessment tools have been developed:</p> <ul style="list-style-type: none"> • Completion of a written/oral test • Observation of the learner correctly administering all adrenaline auto-injectors on the Australian market • Develop a risk management plan using case studies that best reflect the student's workplace and likely anaphylactic events to occur. <p>It is advisable that an integrated approach is adopted in the use of these assessment tools. Furthermore, given that these assessment tools incorporate observation, case studies, and tests, they are flexible enough to enable RTOs to develop their own assessment approach. To ensure currency of competency, it is recommended that the participant be re-assessed every three years.</p> <p>Assessment strategies should be based on the principles of flexibility, fairness, validity and reliability. Assessment strategies should be designed to cover a range of skills and knowledge required to demonstrate the achievement of the course aims. Assessment strategies should:</p> <ul style="list-style-type: none"> • be based on the collection of evidence on a number of occasions and in a variety of contexts and situations • be appropriate to the knowledge, skills, methods of delivery and needs/characteristics of the learners • assist assessors to interpret evidence consistently • recognise prior learning • be equitable to all groups of learners. <p>Where possible, an integrated approach to assessment is suggested in relation to the performance criteria in the course and the individual needs of the learner and the specific characteristics of the particular workplace should be reflected in the assessment tasks.</p>
6.2 Assessor competencies	<p>All training and assessment must be undertaken by trainers/assessors who meet the requirements stated to apply under the Standards for NVR Registered Training Organisations in effect at the time at which training and assessment is conducted. This includes training and assessment competencies determined by the National Skills Standards Council (NSSC) or its successors in effect at the time of delivery and assessment.</p> <p>Assessors also need to undertake regular professional development activities to maintain and develop their knowledge and skills in areas such as nursing/medical, paramedic and other that impact upon the subject area in which assessment takes place. They should also have appropriate</p>

	<p>interpersonal and communication skills.</p> <p>Assessments can be undertaken in a variety of workplaces and institutional contexts by individual assessors, partnerships involving assessors and technical experts, and teams of assessors.</p>
7. Delivery	
7.1 Delivery modes	<p>All units in the Course in Anaphylaxis Awareness provide for delivery in a variety of modes, including:</p> <ul style="list-style-type: none"> • classroom delivery • flexible delivery • workplace delivery. <p>There are no restrictions on offering the program on either a full-time or part-time basis. Where possible participants should be exposed to specific simulated workplace environments and examples/case studies.</p> <p>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/performance criteria and therefore integration may be appropriate. Educational support will be made available to participants if required.</p>
7.2 Resources	<p>All specialised facilities, equipment and other resources required to deliver the Course in Anaphylaxis Awareness are detailed below:</p> <ul style="list-style-type: none"> • training facilities and equipment • relevant policy and guidelines • collection of evidence on a number of occasions and in a variety of contexts and situations • Anaphylaxis Guidelines, A resource for managing severe allergies in Victorian Government schools Kit and materials developed by the Department of Human Resources • related range of texts, references and audio/visual material to be developed by the Asthma Foundation of Victoria • a wide range of case studies on allergic/anaphylactic reactions • adrenaline auto-injectors for example EpiPens[®] and Anapens[®] • organisational procedures • sample Anaphylaxis Management Plans • Anaphylaxis Questions and Answers • Anaphylaxis Factsheet. <p>All training and assessment must be undertaken by trainers/assessors who meet the requirements stated to apply under the Standards for NVR Registered Training Organisations in effect at the time at which training and assessment is conducted. This includes training and assessment competencies determined by the National Skills Standards Council (NSSC) or its successors in effect at the time of delivery and assessment.</p> <p>Trainers and assessors also need to undertake regular professional development activities to maintain/develop their knowledge and skills in areas such as nursing/medical, paramedic and other that impact upon the subject</p>

	<p>area in which training or assessment takes place.</p> <p>In addition to the above, to ensure that safe anaphylaxis practice training is conducted trainers and assessors must have comprehensive and current knowledge of allergic/anaphylactic reaction and anaphylaxis management.</p> <p>They should also have appropriate interpersonal and communication skills. It is also recommended that guest speakers, with expertise in specific components of the program, be used to complement the trainer and enhance the program content.</p>
<p>8. Pathways and articulation</p>	<p>No formal articulation and credit transfer arrangements have been negotiated with RTOs, TAFE institutes and Universities.</p> <p>Arrangements for credit transfer between RTOs, TAFE institutes and Universities will need to be undertaken individually and on a case-by-case basis.</p>
<p>9. Ongoing monitoring and evaluation</p>	<p>The Course in Anaphylaxis Awareness is maintained and monitored by The Asthma Foundation of Victoria.</p> <p>The Asthma Foundation of Victoria will organise and convene an appropriate Course Advisory Group annually, the membership of which will comprise:</p> <ul style="list-style-type: none"> • The Asthma Foundation of Victoria representatives • subject matter experts from the fields of allergy and anaphylaxis • Community representatives • Government representatives • trainers • past students • relevant industry representatives for example child care and education. <p>The Group will be informed by the trainer/student surveys undertaken as part of the auditing process.</p> <p>The group will:</p> <ul style="list-style-type: none"> • review the implementation of the course • provide advice on changing industry training requirements • monitor and evaluate course standards, delivery and assessment • recommend minor change/s to the program. <p>Recommendations for significant changes to the course will be reported to ASQA.</p>

Section C—Units of competency

ANAIPP001A

Interpret anaphylaxis policies and procedures

Unit Descriptor

This unit covers the knowledge and skills to be able to interpret government policy and guidelines to inform the implementation of anaphylaxis policy, plans and procedures in a specific work unit or team within an organisation

The contents of this unit address the requirements of the Education and Care Services National Regulations 2011, all State and Territory Anaphylaxis Guidelines for Schools, and Work Health and Safety Act 2011.

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

Employability Skills

Not applicable

Application of the Unit

This unit supports the attainment of the skills and knowledge required to assist in preventing life threatening anaphylaxis. The focus is on the prevention of anaphylactic reactions in individuals at risk in workplaces, schools and childcare settings based on a premise that all organisations in the community must assume responsibility for individuals at risk of anaphylaxis.

Government policy increasingly requires staff to be aware of anaphylaxis and its management. Additionally, all organisations are under pressure to minimise the risk of an anaphylaxis reaction occurring and to ensure that staff members respond appropriately to an anaphylaxis reaction.

Knowledge of practical strategies to avoid exposure to known triggers and the management of anaphylaxis is essential and must be appropriately reflected in the outputs and outcomes achieved.

ELEMENT

PERFORMANCE CRITERIA

Elements describe the essential outcomes of a unit of competency.

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 Examine anaphylaxis policy and guidelines

1.1 ***Policy and guidelines*** impacting on anaphylaxis procedures in the workplace are identified and analysed

1.2 The organisation's anaphylaxis procedures are analysed in relation to risk identification and anaphylaxis management

1.3 Policy intent is confirmed and existing procedures impacted by policy are identified for consistency with policy

2	Determine roles and responsibilities to comply with policy and guidelines	2.1	Policy and procedural requirements of specific staff are identified and analysed
		2.2	Own role and responsibilities in implementing policy and guidelines are determined
		2.3	Principles of privacy and confidentiality in relation to implementing anaphylaxis policy and guidelines are explained
		2.4	Organisational systems, strategies and procedures required to meet policy and guideline requirements are examined in relation to compliance with anaphylaxis management policy and guidelines to minimize risk in the workplace
3	Determine appropriate strategies and procedures for implementation of a communication plan	3.1	A communication plan is developed to raise awareness of allergic reactions and anaphylaxis
		3.2	Communication plans are prepared with all relevant stakeholders

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge:

- Knowledge of anaphylaxis management
- Strategies to manage allergic/anaphylactic reactions
- Knowledge of workplace setting
- Knowledge of systems and procedures related to the workplace
- Knowledge of the area in which systems/procedures are to be introduced
- Legislative and policy framework within which the organisation must operate
- Impact of anaphylaxis on patients and families
- Legal and organisational requirements for anaphylaxis management
- Organisational policies and procedures
- Strategies for minimisation of the risk of anaphylaxis

Essential skills:

- Interpreting legislation, guidelines and policy pertaining to safe allergic/anaphylactic practice and associated medical procedures
- Applying legislation, regulations and policy to anaphylaxis management

- Assessing options pertaining to safe allergic/anaphylactic practice to minimize risk in the workplace
- Problem solving pertaining to safe allergic/anaphylactic practice

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.

Policy and guidelines may include:

- Relevant Federal and State government legislation, policies, guidelines and standards
- OH&S requirements
- Common law 'Duty of care' requirements
- ASCIA position papers

Specific staff may include:

- Supervisors
- Managers
- Workers responsible for the care of individuals at risk of anaphylaxis
- Individuals and/or their carers

Organisational systems, strategies and procedures may include:

- Emergency notification systems/ procedures
- Compliance mechanisms for legislation and policy
- Monitoring and review practices
- Preventative strategies
- Risk assessment

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 Guidelines for this unit.

Overview of Assessment

This unit of competency could be assessed on its own or in combination with ANAMAW001A Manage anaphylaxis in the workplace.

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

A person who demonstrates competency in this unit must be able to provide evidence of:

- discussing strategies to minimise anaphylaxis and manage allergic/anaphylactic reactions
- explaining the legislative and policy framework within which the organisation must operate and the subsequent requirements for anaphylaxis management within the particular workplace

setting

- interpreting legislation and policy to determine appropriate strategies and procedures for risk minimisation in the particular workplace

Context of and specific resources for assessment

Evidence is collected on a number of occasions and in a variety of contexts and situations. Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment resources used must be resources developed or approved by the Asthma Foundation of Victoria. Resources that may be required for assessment include:

- Management plan template
- Case studies and scenarios from a variety of contexts and situations
- Coronial reports to identify risks
- Relevant policies and guidelines

There is scope for contextualisation of resources provided they have been approved by the Asthma Foundation of Victoria.

Method of assessment

For valid and reliable assessment, 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

ANAMAW001A**Manage anaphylaxis in the workplace****Unit Descriptor**

This unit covers the knowledge and skills to recognise the clinical manifestations of anaphylaxis and identify and respond to an allergic/anaphylactic reaction

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

Employability Skills

Not applicable

Application of the Unit

This unit supports the attainment of the skills and knowledge required to assist in preventing life threatening anaphylaxis. The focus is on the prevention of food anaphylactic reactions in individuals at risk in workplaces, schools and childcare settings based on a premise that all organisations in the community must assume responsibility for individuals at risk of anaphylaxis.

Government policy increasingly requires staff to be aware of anaphylaxis and its management. Additionally, all organisations are under pressure to minimise the risk of an anaphylaxis reaction occurring and to ensure that staff members respond appropriately to an anaphylaxis reaction.

Knowledge of practical strategies to avoid exposure to known triggers and the management of anaphylaxis is essential and must be appropriately reflected in the outputs and outcomes achieved.

ELEMENT**PERFORMANCE CRITERIA**

Elements describe the essential outcomes of a unit of competency.

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 Examine the mechanisms of different forms of allergy

1.1 The difference between food allergies, food intolerance and anaphylaxis is determined

1.2 **Common triggers of allergic and anaphylactic reactions** are identified

2 Identify the clinical manifestations of anaphylaxis

2.1 The range of **signs and symptoms** associated with an allergic/anaphylactic reaction are recognised according to their identifiable characteristics

2.2 Signs and symptoms are interpreted as a localised allergic reaction, a mild to moderate generalised reaction or anaphylaxis

- 2.3 The progression of skin signs and symptoms to include respiratory and/or cardiovascular systems signs and symptoms is examined
- 2.4 Signs and symptoms are interpreted as mild, moderate or severe
- 3 Respond to an allergic / anaphylactic reaction
- 3.1 Treatment is managed in accordance with the **individual's allergy/anaphylaxis action plan**
- 3.2 Individual's condition is monitored and responded to in accordance with the individual's allergy/anaphylaxis action plan and workplace procedures
- 3.3 Adrenaline is administered in accordance with the individual's anaphylaxis action plan
- 3.4 Ambulance assistance is requested and details of individual's condition and anaphylaxis action plan are conveyed to emergency services
- 3.5 Individual is monitored for **signs and symptoms of worsening condition** and an **appropriate course of action is taken** in accordance with the individual's anaphylaxis action plan and workplace procedures
- 3.6 **First aid principles** are followed
- 3.7 The individual is communicated with and reassured in accordance with workplace procedures

REQUIRED SKILLS AND KNOWLEDGE

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

Essential knowledge

- Common triggers of allergic and anaphylactic reactions
- Food intolerance
- Common signs and symptoms of allergic/anaphylactic reactions
- Differences in the presentation of allergic/anaphylactic reactions in different age-groups
- Knowledge of the potential for rapid progression from generalised allergic reaction to anaphylaxis manifestations
- Allergic/anaphylactic reactions
- Knowledge of anaphylaxis
- Anaphylaxis action plans
- Treatment/management for mild to moderate allergic reaction
- Anaphylaxis treatment/management
- First aid principles

Essential skills

- Problem solving skills pertaining to individual allergic/anaphylactic action plan and first aid treatment
- Questioning with regard to allergic/anaphylactic treatment
- Observation with regard to the individual's:
 - allergic/anaphylactic signs and symptoms
 - general health
- Active listening to ascertain issues associated with treatment of allergic/anaphylactic treatment
- Interpersonal skills to reassure and calm individuals who experience an anaphylactic reaction
- Communication skills to communicate with:
 - individuals experiencing allergic /anaphylactic signs or symptoms
 - first aid personnel
 - associated workplace personnel involved with allergic/anaphylactic policy or treatment

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.

Common triggers of allergic and anaphylactic reactions may include:

- Foods
- Insect Stings
- Medications
- Others e.g. latex, exercise, temperature

Signs and symptoms may include:

- Skin for example hives, rash
- Respiratory - distress
- Cardiovascular – fainting, dizziness, collapse
- Gastro intestinal for example diarrhoea/vomiting

Individual's allergy/anaphylaxis action plan may include:

- ASCIA (Anaphylaxis) Action Plan
- Plan provided by medical practitioner

Signs and symptoms of worsening condition may include:

- Development of respiratory involvement for example respiratory distress, throat swelling
- Development of symptoms and signs of cardiovascular involvement for example hypotension

Appropriate course of action may include

- Use of oral anti-histamines in accordance with Anaphylaxis Action Plan
- Use of an Adrenaline auto-injector for example EpiPen® or Anapen® in accordance with Anaphylaxis Action Plan

First aid principles may include:

- Administration of a adrenaline auto-injector for example EpiPen® or Anapen®

- Assessing the individual
- Correct positioning
- Reassure the individual and stay with them
- Contact emergency services and emergency contacts

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 Guidelines for this unit.

Overview of Assessment

This unit of competency could be assessed on its own or in combination ANAIPP001A Interpret anaphylaxis policies and procedures.

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

A person who demonstrates competency in this unit must be able to provide evidence of:

- identifying the common signs and symptoms of allergic/anaphylactic reactions
- discussing the potential for rapid progression from generalised allergic reaction to anaphylaxis manifestations
- applying individual anaphylaxis action plans
- applying appropriate treatment/management for mild to moderate allergic reaction
- applying appropriate anaphylaxis treatment/management
- applying First Aid principles
- identifying the clinical manifestations of anaphylaxis and life threatening features
- identifying and responding appropriately to an allergic/anaphylactic reaction
- administering all adrenaline auto-injectors on the Australian market

Context of and specific resources for assessment

Evidence is collected on a number of occasions and in a variety of contexts and situations. Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

Assessment of Performance requirements in this unit should be undertaken in an actual workplace or simulated environment.

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

- the correct positioning of the casualty
- administering the adrenaline auto injecting devices in the application of the anaphylactic treatment

Assessment resources used must be resources developed or approved by the Asthma Foundation of Victoria. Specific resources that may be required for assessment include:

- Adrenaline Auto-injector device trainers
- Case scenarios from a variety of contexts and situations
- First aid kits
- ASCIA action plans

There is scope for contextualisation of resources provided they have been approved by the Asthma Foundation of Victoria.

Method of assessment

The following assessment methods should cover a range of skills and knowledge required to demonstrate achievement of the course, 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 auto-injector devices

Guidance information for assessment

Evidence should be collected over a set period of time that is sufficient to include the management of anaphylaxis in a specific workplace in accordance with relevant government policy and guidelines