



## National Unit Specification: general information

**UNIT** Accident Prevention and Emergency Procedures (SCQF level 4)

**CODE** F5FK 10

### SUMMARY

The aim of this Unit is to introduce the candidate to the knowledge and skills needed to deal effectively with accidents and emergency procedures. Candidates will learn accident prevention, procedures for dealing with emergencies in line with current Health and Safety Executive guidelines and carry out basic first aid procedures.

This Unit is suitable for candidates who have no prior knowledge or experience of first aid.

### OUTCOMES

- 1 Demonstrate knowledge and understanding of the principles of accident prevention in a given setting.
- 2 Describe the procedures for dealing with an emergency situation in line with current Health and Safety Executive guidelines.
- 3 Demonstrate first aid procedures in line with current Health and Safety Executive guidelines.

### RECOMMENDED ENTRY

Entry is at the discretion of the centre.

### CREDIT VALUE

1 credit at SCQF level 4 (6 SCQF credit points at SCQF level 4\*).

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

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### Administrative Information

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## **National Unit Specification: general information (cont)**

**UNIT**      Accident Prevention and Emergency Procedures (SCQF level 4)

### **CORE SKILLS**

There is no automatic certification of Core Skills in this Unit.

The Unit provides opportunities for candidates to develop aspects of the following Core Skills:

- ◆ *Working with Others* (SCQF level 4)
- ◆ *Communication* (SCQF level 3)

## **National Unit Specification: statement of standards**

### **UNIT        Accident Prevention and Emergency Procedures (SCQF level 4)**

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

#### **OUTCOME 1**

Demonstrate knowledge and understanding of the principles of accident prevention in a given setting.

##### **Performance Criteria**

- (a) Identify and describe from the current legislation and regulations, the responsibilities of employer and employee in maintaining safe working practices.
- (b) Identify and describe potential hazards in a given situation.
- (c) Describe the possible effects of the identified hazards on those at risk.
- (d) Describe the corrective measures that may be taken to remove the risks for the identified hazard.

#### **OUTCOME 2**

Describe the procedures for dealing with an emergency situation in line with current Health and Safety Executive guidelines.

##### **Performance Criteria**

- (a) List the correct persons to be contacted in the event of an emergency situation.
- (b) Describe the initial process of assessing treatment priorities.
- (c) Describe the protocols and procedures for assisting a casualty in a given situation.
- (d) Describe the procedures for contacting emergency services in a given situation and give a brief description of the incident.

#### **OUTCOME 3**

Demonstrate first aid procedures in line with current Health and Safety Executive guidelines.

##### **Performance Criteria**

- (a) Carry out the process of assessment for resuscitation.
- (b) Demonstrate the resuscitation procedures for the casualty.
- (c) Place someone in the recovery position.

## National Unit Specification: statement of standards (cont)

**UNIT**      Accident Prevention and Emergency Procedures (SCQF level 4)

### EVIDENCE REQUIREMENTS FOR THIS UNIT

Evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

#### OUTCOMES 1 and 2 — written and/or oral recorded evidence

The evidence will be produced under open-book, supervised conditions.

The evidence may be gathered throughout the Unit where notes may be recorded in a diary/reflective account and used as an aid when undertaking the assessment.

The assessment must cover the mandatory content of the Outcomes and allow candidates to generate evidence, from a candidate brief, in relation to:

- ◆ **three** responsibilities for workplace safety for employees **and** employers as defined in the current Health and Safety at Work Act 1975
- ◆ **four** potential hazards identified in one specific situation
- ◆ **two** risks associated with each of these hazards
- ◆ **a** corrective measure that would prevent or remove the risk for each hazard
- ◆ the correct emergency services to contact for **a** specific situation
- ◆ the correct procedures for contacting the emergency services is demonstrated with a brief description of the incident
- ◆ the correct protocols (ie is it safe to treat for all concerned) and procedures to be followed when assessing a casualty from **a** situation prior to calling an ambulance or taking them to obtain medical help are carried out

#### OUTCOME 3 — performance and written and/or oral evidence

Performance evidence, supplemented by an assessor observation checklist, is required which demonstrates that the candidate is able to:

- ◆ carry out an assessment of the casualty
- ◆ demonstrate the procedure for cardio-pulmonary resuscitation (CPR) on an adult manikin
- ◆ place someone in the recovery position

Additional evidence will be by oral questioning on:

- ◆ when the recovery position is used

## **National Unit Specification: statement of standards (cont)**

### **UNIT**      Accident Prevention and Emergency Procedures (SCQF level 4)

If it is not clear from the practical demonstration by the candidate then oral questions must be used to clarify:

- ◆ the number of compressions per cycle
- ◆ rate of compression
- ◆ number of rescue breaths

An Assessment Support Pack has been produced for this Unit. This pack includes a sample of a diary/reflective account and an assessor observation checklist. Centres wishing to produce their own instruments of assessment should refer to the Assessment Support Pack to ensure that they are of a comparable standard.

## National Unit Specification: support notes

### UNIT Accident Prevention and Emergency Procedures (SCQF level 4)

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

#### GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

This Unit is a mandatory Unit in the National Certificate Group Award Army Preparation at SCQF level 4 but can also be taken as a free standing Unit. All Outcomes should be taught in the context of current, relevant Health and Safety Executive guidelines.

#### Outcome 1

Candidates should be given a general explanation of:

- ◆ hazard spotting, ie use a number of situations to identify potential hazards
- ◆ the effect of the hazards on those at risk
- ◆ the corrective measures to be applied to prevent accidents in these situations

The current outline of the Health and Safety at Work Act 1975 should be delivered.

Responsibilities of employer and employees as laid down in the Health and Safety at Work Act 1975.

Employer responsibility:

- ◆ provide and maintain a safe workplace which uses safe plant and equipment
- ◆ prevent risks from use of any article or substance and from exposure to physical agents, noise and vibration
- ◆ prevent improper conduct or behaviour likely to put the safety health and welfare of the employees at risk
- ◆ provide instruction and training to employees on health and safety
- ◆ provide protective clothing and equipment to employees
- ◆ appoint a competent person as Safety Officer

Employee responsibility:

- ◆ to take reasonable care to protect the health and safety of themselves and of other people
- ◆ not to engage in improper behaviour that will endanger themselves and others to cooperate with the employer and follow safety rules and procedures
- ◆ not to be under the influence of drink or drugs in the workplace
- ◆ to undergo any reasonable medical or other assessment if requested to do so by the employer
- ◆ to report any defects in the place of work or equipment which might be a danger to health and safety

## National Unit Specification: support notes (cont)

### UNIT Accident Prevention and Emergency Procedures (SCQF level 4)

Potential hazards and their possible effects (risks):

- ◆ these include hazards which would cause the following: falls; burns; scalds; fires; electric shock; cuts; choking; spread of infection
- ◆ risks which could be found in a specified setting (may be the home) and how these may be avoided

The avoidance measures — these should correspond with current recommendations from recognised authorities and include safe hygiene practices.

#### Outcome 2

Candidates will gain an understanding of the current processes for the following:

- ◆ obtaining help from the emergency services. This should include identifying which service or services to contact and how to telephone for assistance. This also should include getting others to contact emergency services.
- ◆ assessing the safety of the casualty, the first aider and others if they are to help.
- ◆ assessing a casualty's condition at an accident scene.
- ◆ assisting the casualty and providing reassurance until skilled help arrives.
- ◆ identifying a casualty's vital needs by applying the AB rule (airway, breathing).
- ◆ infection control procedures in providing first aid including prevention of HIV and Hepatitis B and C.
- ◆ casualty consent issues, how you would explain what you were going to do as you performed first aid if the casualty's condition made this relevant.
- ◆ procedures for contacting emergency services should cover: instructing others; selection of service(s) required; variation in response according to situation and type of accident.
- ◆ what protocols to follow in relation to safety of the casualty, first aider and bystanders and about casualty consent for treatment where possible.
- ◆ procedures for assisting a casualty with specified injury may cover: choking; heart attack; nose bleed; scalds and burns; injury to bones; injuries to muscles of arm or leg.

#### Outcome 3

This Outcome covers:

- ◆ the reasons for the use of the recovery position and when it is appropriate
- ◆ the practical application of CPR using adult manikins
- ◆ putting a volunteer who is simulating unconsciousness into the recovery position

## **National Unit Specification: support notes (cont)**

### **UNIT        Accident Prevention and Emergency Procedures (SCQF level 4)**

#### **GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT**

As this Unit must be taught in the context of current Health and Safety Executive guidelines, it is important that teachers/lecturers and candidates are familiar with current theory and practical procedures as stated in these guidelines.

There are a number of manuals, DVDs and CD ROMs available from a variety of Voluntary Aid Societies in relation to first aid. The Internet may also prove a good resource for the most up-to-date information on current guidelines and for the Health and Safety.

Group discussions and activities will play an important role in developing knowledge and skills throughout the Unit.

In delivering this Unit there should be a balance between teacher/lecturer exposition, demonstration and candidate centred learning.

As it is suggested that the assessment be in the form of a portfolio for Outcome 1 the opportunity to use book and computer based resources is important but this will still need some tutor exposition to put the volume of information into perspective for this level of candidate. Group work with a presentation is also a good tool for these Outcomes.

Hazard spotting, ie use a number of situations to identify potential hazards — use of pictures from The Royal Society for the Prevention of Accidents (RoSPA) for several situations and can be included in the portfolio.

A variety of methods could be used in this Unit to help candidates learn by integrating their theoretical knowledge with the development of practical skills eg:

- ◆ practical exercises in small groups
- ◆ group/paired role plays
- ◆ the discussion of case study situations in groups or pairs
- ◆ worksheets
- ◆ individual, paired or group research can be used with the variety of resources found on the Internet
- ◆ using audio/visual materials as a stimulus for class or group discussion (RoSPA resources)
- ◆ visit to or by paramedics
- ◆ practical demonstration
- ◆ use of candidates own experiences

Candidates should be made aware of the possibility of litigation if the wrong procedures are carried out in relation to first aid.

The advice in relation to problems associated with spinal injury before/during first aid should be that candidates should not treat the patient if there is any chance of spinal damage. In this circumstance candidates should ensure the patient is not moved and must leave the first aid to someone who is qualified to deal with this issue.



## **National Unit Specification: support notes (cont)**

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### **OPPORTUNITIES FOR CORE SKILL DEVELOPMENT**

Opportunities for developing aspects of Core Skills should be incorporated where they arise naturally in the teaching and learning process. In this Unit, candidates may work together in groups. This will give rise to opportunities for the development of aspects of *Working with Others*, *Communication* and *Problem Solving*.

### **GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT**

#### **Outcome 1**

An appropriate instrument of assessment for this Outcome would be a portfolio which covers the Evidence Requirements. The candidate will need a written brief on what to investigate.

#### **Outcome 2**

An appropriate instrument of assessment for Outcome 2 will be an open-book, supervised written and/or oral assessment which contains a range of restricted response type questions. The assessment should make use of stimulus case study type material outlining a situation as a tool to help candidates focus on the questions posed.

#### **Outcome 3**

An appropriate instrument of assessment would be a practical exercise in which candidates are required to:

- ◆ demonstrate CPR on an adult manikin
- ◆ place someone in the recovery position

#### **Opportunities for the use of e-assessment**

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

## **National Unit Specification: support notes (cont)**

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### **DISABLED CANDIDATES AND/OR THOSE WITH ADDITIONAL SUPPORT NEEDS**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website

**[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)**