

**Unit title:** Introduction to First Aid (SCQF level 5)

**Unit code:** HX1W 75

**Superclass:** PV

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**Version:** 1

## Unit purpose

This unit is an optional unit in the Skills for Work Early Learning and Childcare (SCQF level 5) Course but is also suitable for learners who wish to study the unit on its own. It is suitable for learners who have no prior knowledge or experience of first aid.

The aim of this unit is to introduce the learner to the skills needed to deal effectively with casualties who are injured or who suffer a sudden illness prior to medical aid being available. Learners will learn the current first aid procedures used to save a life by following the procedures set out in the Health and Safety Executive Guidelines. This will ensure that correct decisions and actions are taken promptly and effectively.

The unit is suitable for learners who wish to gain employment, or may already be employed, in the Early Learning and Childcare sector working under supervision as well as those in any field of employment.

## Outcomes

On successful completion of the unit the learner will be able to:

- 1 Describe the management of first aid incidents in line with current Health and Safety Executive Guidelines.
- 2 Demonstrate the assessment, management and treatment of a casualty in need of resuscitation in line with current Health and Safety Executive Guidelines.
- 3 Demonstrate the assessment, management and treatment of a variety of injuries and medical conditions in line with current Health and Safety Executive Guidelines.

## **Unit title: Introduction to First Aid (SCQF level 5)**

### **Credit points and level**

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5)

### **Recommended entry to the unit**

Entry to this unit is at the discretion of the centre.

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the support notes for this unit specification.

There is no automatic certification of Core Skills or Core Skill components in this unit.

### **Context for delivery**

If this unit is delivered as part of a course, it is recommended that it should be taught and assessed within the subject area of the course to which it contributes.

The Assessment Support Pack (ASP) for this unit provides assessment and marking guidelines that exemplify the national standard for achievement. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA's website (<http://www.sqa.org.uk/sqa/46233.2769.html>).

### **Equality and inclusion**

This unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website  
[www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

# National Unit Specification: Statement of standards

## Unit title: Introduction to First Aid (SCQF level 5)

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

Describe the management of first aid incidents in line with current Health and Safety Executive Guidelines.

#### Performance criteria

- (a) Describe the initial assessment process when dealing with an incident.
- (b) Describe the measures required to ensure safety of the casualty, the first aider and others at risk.
- (c) Describe the process of assessing treatment priorities.
- (d) Describe the processes of summoning assistance and passing on information.

### Outcome 2

Demonstrate the assessment, management and treatment of a casualty in need of resuscitation in line with current Health and Safety Executive Guidelines.

#### Performance criteria

- (a) Demonstrate the process of assessment applied to a casualty in need of resuscitation.
- (b) Demonstrate the management of the casualty in need of resuscitation.
- (c) Demonstrate the resuscitation process.

### Outcome 3

Demonstrate the assessment, management and treatment of a variety of injuries and medical conditions in line with current Health and Safety Executive Guidelines.

#### Performance criteria

- (a) Demonstrate the assessment and management of a casualty with an injury.
- (b) Demonstrate the assessment and management of a casualty with a medical condition.
- (c) Demonstrate the treatment of these injuries and conditions.
- (d) Demonstrate how you would place someone in the recovery position

## Evidence requirements for this unit

Assessors should use their professional judgement, subject knowledge and experience, and understanding of their learners, to determine the most appropriate ways to generate evidence and the conditions and contexts in which they are used.

The content of this unit must be delivered in line with the current Health and Safety Executive Guidelines. Teachers/lecturers must therefore ensure that they are aware of and understand current guidelines before delivering the unit.

### Outcome 1

Written and/or oral evidence should be produced to demonstrate that the learner has achieved this outcome.

### Outcomes 2

Performance evidence is required to demonstrate that the learner has achieved this outcome and all of the performance criteria.

Performance evidence must cover:

- ◆ the resuscitation of **either** an infant **or** a child **or** an adult

### Outcome 3

Performance evidence is required to demonstrate that the learner has achieved this outcome and all of the performance criteria.

Performance evidence must cover:

- ◆ the assessment, management and treatment of **one** casualty with one of the injuries listed below.
- ◆ the assessment, management and treatment of **one** casualty with one of the conditions listed below.
- ◆ placing someone in the recovery position.

Injuries/conditions:

- ◆ Burns and scalds including: minor burns to the hand and foot
- ◆ Wounds and bleeding including: nose bleed, a cut and a foreign object in a cut
- ◆ Bone, joint and muscle injuries including: fractured collar bone, fractured bone in the upper arm and a sprain
- ◆ Respiratory problems including: choking in infants, children and adults and asthma
- ◆ Disorders of consciousness including: fainting, and seizures
- ◆ Meningitis symptoms including: meningitis in children and the procedures for checking
- ◆ Poisoning
- ◆ Bites and stings
- ◆ Anaphylaxis

Additional evidence must cover:

- ◆ the differences between the resuscitation of the category of casualty demonstrated and the two categories not demonstrated.

If re-assessment is required, the evidence should relate to a different injury, condition and/or category of casualty in need of resuscitation.

# National Unit Specification: Statement of standards (cont)

**Unit title: First Aid (SCQF level 5)**

## **Development of skills for learning, skills for life and skills for work**

It is expected that learners will develop broad, generic skills through this unit. Employability is a key aspect of Skills for Work and is present throughout the unit. In addition, there are a number of other skills that learners will be expected to improve on and develop as they undertake this unit, these can be drawn from the main skills areas listed below. These must be built into the unit where there are appropriate opportunities.

### **1 Literacy**

- 1.1 Reading
- 1.2 Writing
- 1.3 Listening and talking

### **2 Numeracy**

- 2.1 Number processes
- 2.3 Information handling

### **3 Health and Wellbeing**

- 3.1 Personal learning
- 3.2 Emotional wellbeing
- 3.3 Physical wellbeing
- 3.4 Physical for, and making, choices and changes
- 3.5 Relationships

### **4 Employability, enterprise and citizenship**

- 4.1 Employability
- 4.2 Information and communication technology (ICT)
- 4.3 Working with others
- 4.5 Leadership
- 4.6 Citizenship

### **5 Thinking Skills**

- 5.1 Remembering
- 5.2 Understanding
- 5.3 Applying
- 5.5 Creating

Amplification of these is given in SQA's *Skills Framework: Skills for Learning, Skills for Life and Skills for Work*. The level of these skills should be at the same SCQF level as the unit and be consistent with the SCQF level descriptor. Further information on building in skills for learning, skills for life and skills for work is given in the *National Unit Support Notes*.

# National Unit Support Notes

**Unit title:** First Aid (SCQF level 5)

Unit support notes are offered as guidance and 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

It is important to note that this unit will not qualify learners as a Health and Safety approved Work Place First Aider.

This unit is an optional unit in the following qualifications:

- ◆ Early Learning and Childcare (SCQF level 5) Skills for Work Course: Early Learning and
- ◆ National Certificate Group Award in Early Learning and Childcare (SCQF level 6)
- ◆ National Certificate Group Award in Health and Social Care (SCQF level 6).

It can also be delivered as a free-standing unit and is suitable for those who have no prior experience of first aid.

The aim of the unit is to introduce learners to the knowledge and skills necessary to deal effectively with casualties who are injured or who suffer a sudden illness, prior to being placed in the care of medically qualified personnel. The unit should be delivered in the context of current procedures, identified in Health and Safety Executive Guidelines.

Learners will learn about the management of incidents including road traffic accident and water rescue. They will also learn how to assess a casualty: this assessment will cover primary and secondary surveys and physical examination of a casualty. The assessment, management and treatment of a variety of injuries and conditions, including casualties in need of resuscitation, will be studied and practically demonstrated. Where this unit is delivered as part of the qualifications mentioned above teachers/lecturers should focus on the first aid priorities within the care sector. Those delivering the unit in a different context should focus on the priorities in their particular vocational area.

## Employability skills

In this unit learners will be assessed for:

- ◆ health and safety awareness
- ◆ decision making

The unit provides an opportunity to raise awareness of the importance of:

- ◆ communication skills.

## **Outcome 1**

This outcome provides learners with the knowledge and skills to manage a variety of incidents involving casualties requiring first aid. This outcome does not deal with the management of specific conditions.

Learners should be aware of the need for a speedy assessment of the situation and safety requirements in relation to the casualty/casualties, themselves and others. Areas to be covered in this outcome should include:

- ◆ The role and responsibilities of a first aider.
- ◆ Safety issues, including infection control.
- ◆ Action at an emergency, including assessing the situation, making the area safe, managing single and multiple casualties, checking the casualty/casualties, gaining assistance from others, including the emergency services, and passing on information.
- ◆ Assessing casualty/casualties to include primary and secondary surveys and examination of a casualty. Specific situations to be covered are road traffic accidents and water rescue.

## **Outcome 2**

This outcome provides learners with the knowledge required to assess, manage and treat casualties in need of resuscitation.

It is important that learners learn both the correct action to take and the reasons why these actions are important. For this reason they should be made aware of the respiratory and circulatory systems and how they are affected by injuries and conditions. They should also learn about the procedures for maintaining an open airway.

The full resuscitation sequence for cardio pulmonary resuscitation (CPR) should be covered in relation to an adult. This sequence can be used on children and infants but learners need to be aware of the modifications to make it more suitable for these categories of casualty. As this unit may be used by those in, or planning a role in, the childcare professions, it is important to cover infants, children and adults in practice.

## **Outcome 3**

This outcome provides learners with the knowledge required to assess, manage and treat a variety of injuries and conditions including choking. Learners should be made aware of procedures for monitoring vital signs, including levels of responsiveness, pulse, breathing and temperature.

This outcome will provide learners with the practical skills required to assess, manage and treat a variety of injuries and conditions.

Bandaging and dressing techniques should be integrated into the first aid process for each injury. The correct use and practice of the recovery position should be covered.

Learners should be aware of the assessment, management and treatment of all injuries and conditions specified in the statement of standards.



## Guidance on approaches to delivery of 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 learners 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. The Internet may also prove a good resource for the most up-to-date information on current Guidelines.

In delivering this unit there should be a balance between teacher/lecturer exposition and learner-centred learning. A variety of methods could be used to help learners 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 studies in groups or pairs
- ◆ Worksheets
- ◆ Individual, paired or group research using a variety of resources such as the Internet
- ◆ Using audio/visual materials as a stimulus for class or group discussion.
- ◆ Interactive games
- ◆ Solar digital formative assessments

The following is a list of items which must be covered in the learning and teaching of the unit.

### Outcome 1

The range of management priorities must include all of the following:

- ◆ First Aid priorities and responsibilities: (Airways and Breathing and Circulation)
- ◆ Safety: prevention of infection, making the area safe, safety of self, casualties and others
- ◆ Assistance: help from people at the incident and help from the emergency services
- ◆ The process of making an emergency telephone call
- ◆ Incident: road traffic accidents and water rescue
- ◆ Passing on information to include a brief description of: any injuries and first aid given

### Outcome 2

The resuscitation of infants, children and adults must be covered and must include:

- ◆ The breathing and circulation process
- ◆ Life-saving priorities
- ◆ Identification of responsiveness
- ◆ Opening the airway
- ◆ Checking for breathing and circulation and cardiac arrest
- ◆ Performing Cardio Pulmonary Resuscitation (CPR)

### **Outcome 3**

The knowledge and skills in relation to the assessment, management and treatment of **all** of the following injuries and conditions must be covered:

- ◆ Respiratory problems including: choking in infants, children and adults and asthma
- ◆ Burns and scalds including: minor burns to the hand and foot
- ◆ Wounds and bleeding including: nose bleed, a cut and a foreign object in a cut
- ◆ Bone, joint and muscle injuries including: fractured collar bone, fractured bone in the upper arm and a sprain
- ◆ Disorders of consciousness including: fainting, and seizures
- ◆ Meningitis symptoms including: meningitis in children and the procedures for checking
- ◆ Poisoning
- ◆ Bites and stings
- ◆ Anaphylaxis

The use of techniques, equipment, dressings and bandages and the treatment of such injuries and conditions should be covered in practical lessons. Placing someone in the recovery position should be included.

### **Guidance on approaches to assessment of this unit**

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

The assessment for this unit is laid out clearly in the evidence requirements section of the statement of standards of this unit specification.

### **Outcome 1**

Evidence is required to demonstrate that learners have achieved this outcome and related performance criteria.

The Instrument of Assessment should allow for personalisation and choice. SOLAR digital assessment, a leaflet, a booklet, a mind map or a closed-book, supervised test with a time limit of 20 minutes are examples. The test could consist of a series of restricted response questions designed to allow learners to demonstrate achievement of all performance criteria.

## Outcomes 2

Evidence is required to demonstrate that the learner has achieved this outcome and all of the performance criteria.

This is a practical assessment where the learner should be asked to demonstrate resuscitation procedures on **either** an infant, **or** child **or** adult manikin. Additional evidence could be obtained by asking learners to explain the difference in the procedures they would have used on the two other categories of patients in need of resuscitation.

## Outcome 3

Performance evidence and additional evidence is required to demonstrate that learners have achieved this outcome and related performance criteria.

An appropriate Instrument of Assessment would be a practical assignment in which requires learners to:

- ◆ assess, manage and treat one casualty suffering from an injury.
- ◆ assess, manage and treat one casualty suffering from a medical condition.

Learners should be given a clear brief prior to the assignment, detailing the skills they will be required to demonstrate. They should not be told which injury and condition they will be dealing with in advance and should not have access to textbooks, notes or manuals during the assessment.

If a centre wishes to design its own assessments for this unit, they should be of a comparable standard.

## Opportunities for 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 social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

## Opportunities for developing Core Skills

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

This unit will assist you with the management of first aid accidents in line with current Health and Safety guidelines. You will learn how to assess a casualty in need of resuscitation and perform this procedure. You will learn how to assess casualties with various injuries and conditions and carry out the appropriate management of these injuries and conditions. This unit will be assessed practically.

## Administrative information

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## History of changes to National Unit Specification

Version	Description of change	Date

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