

National Unit Specification: general information

UNIT	Accident and Emergency Procedures (Intermediate 1)
NUMBER	D055 10
COURSE	Care (Intermediate 1)

SUMMARY

This unit enables candidates to gain a knowledge of potential hazards and corrective measures, and a basic understanding of emergency procedures.

This unit has been developed to equip candidates to take appropriate action in an accident or emergency situation in a care context. However, it may also be used as a free-standing unit and applied to other contexts.

OUTCOMES

- 1 Explain the principles of accident prevention.
- 2 Describe the procedures for dealing with an emergency situation.
- 3 Understand specific first aid procedures.

RECOMMENDED ENTRY

While entry is at the discretion of the centre, candidates would normally be expected to have achieved one of the following:

- a Standard Grade at Foundation level in any relevant subject
- Access 3 units in any relevant subject

Administrative Information

Superclass:	PL
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National Unit Specification: general information (cont)

UNIT Accident and Emergency Procedures (Intermediate 1)

It is acknowledged that there are a variety of prior learning experiences which are relevant to candidates wishing to undertake a course in Care at various levels. These learning experiences include the opportunity to:

- develop useful background knowledge and understanding
- consider the needs of self and others
- develop skills in analysis and evaluation

Such learning experiences can be provided by a number of subjects and activities.

CREDIT VALUE

1 credit at Intermediate 1.

CORE SKILLS

Core skills for this qualification remain subject to confirmation and details will be available at a later date.

Additional information about core skills is published in the *Catalogue of Core Skills in National Qualifications* (SQA, 2001).

National Unit Specification: statement of standards

UNIT Accident and Emergency Procedures (Intermediate 1)

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 the Scottish Qualifications Authority.

OUTCOME 1

Explain the principles of accident prevention.

Performance criteria

- (a) Correctly identifies potential hazards in a given situation.
- (b) Clearly explains the possible effects of the identified hazards.
- (c) Clearly describes corrective measures for the identified hazards.

Evidence requirements

Written and/or oral evidence to ensure adequate coverage of the performance criteria. Assessment should be carried out under supervision.

OUTCOME 2

Describe the procedures for dealing with an emergency situation.

Performance criteria

- (a) Correctly identifies persons to be contacted in the event of an emergency situation.
- (b) Clearly describes the procedures for requesting emergency services to attend a given situation.
- (c) Clearly explains the procedures for assisting a casualty in relation to a given situation.

Evidence requirements

Written and/or oral evidence to ensure adequate coverage of the performance criteria. Assessment should be carried out under supervision.

National Unit Specification: statement of standards (cont)

UNIT Accident and Emergency Procedures (Intermediate 1)

OUTCOME 3

Understand specific first aid procedures.

Performance criteria

- (a) Correctly identifies the initial condition of the casualty in relation to Airway-Breathing-Circulation.
- (b) Correctly identifies ways of controlling infection in an accident or emergency situation in a given context.
- (c) Correctly demonstrates the use of the recovery position in the manner required by current guidelines.
- (d) Correctly demonstrates procedures for resuscitation on a mannequin.

Evidence requirements

Written and/or oral evidence to ensure adequate coverage of the performance criteria (a) and (b).

Performance evidence for performance criteria (c) and (d).

For PC (d) the mannequin used to demonstrate CPR may be either baby, child or adult.

Assessment should be carried out under supervision.

Evidence must be assessed by a trained and competent first aider.

National Unit Specification: support notes

UNIT Accident and Emergency Procedures (Intermediate 1)

This part of the unit specification is offered as guidance. The support notes are not mandatory.

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

GUIDANCE ON CONTENT AND CONTEXT FOR THIS UNIT

Candidates will gain an understanding of:

- potential hazards in the environment (including the home) and their possible effects - these should include hazards which would cause the following: falls, burns, scalds, hypothermia, electrical shock, asphyxiation, cuts, choking, poisoning
- the identification of corrective measures - these should correspond with current recommendations from recognised authorities such as the Department of Health
- persons to be contacted in the event of an emergency situation
- ways of obtaining help from the emergency services: this should include identifying which service or services to contact and how to telephone for assistance
- ways of assisting the casualty, eg providing reassurance until skilled help arrives
- identification of a casualty's vital needs by applying the ABC rule (airway, breathing, circulation)
- infection control, including HIV and hepatitis B
- application of the recovery position in simulated situations: this should include modifications to the procedure in certain cases, eg spinal injury
- application of cardio-pulmonary resuscitation (CPR) and expired air resuscitation (EAR) methods should be demonstrated and practised using mannequins

NB. It is important for carers to keep their first aid knowledge and skills up-to-date as recommended procedures are subject to review and change.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

Where appropriate, arrangements should be made to ensure that there will be no artificial barriers to learning. The nature of candidates' special needs should be taken into account when planning learning experiences.

When this unit is taught as part of the Care course at Intermediate 1 examples and case-studies should relate to situations as they might occur within a care context.

In delivering this unit there should be a balance between teacher/lecturer exposition and experiential learning. This unit can be taught using a variety of methods: brainstorming, small-group exercises, role play, simulation exercises, group discussion, case studies. The following illustrates how some of the methods could be used.

Outcome 1

Candidates could be given a pictorial representation of different environments and, working in groups, could identify potential hazards. This could be followed by teacher/lecturer exposition.

National Unit Specification: support notes (cont)

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Outcome 2

Following teacher/lecturer exposition, use can be made of role play and simulation exercises to help reinforce learning. A simulation exercise could be set up whereby candidates, in relation to given situations, have to identify the persons to be contacted, the way to do this and the procedures to be followed to assist the casualty. This should include resuscitation procedures for casualties not breathing or not breathing and having no circulation. Teaching should include information on procedures to resuscitate adults and children. Use should also be made of current publications such as journals and newspaper articles as well as the current Voluntary Aid Society's First Aid manual. Videos and visiting speakers would also be useful.

Outcome 3

Following teacher/lecturer exposition, candidates' learning can be reinforced by the use of role-play and simulation exercises, where candidates are asked to demonstrate the recovery position and resuscitation techniques. Case studies could also be used to identify ways of controlling infection. Videos and practical demonstrations would also be useful. Use should also be made of relevant text, journals, articles, videos, newspaper articles and guest speakers.

If the unit is delivered as part of the course, it can be delivered in an integrated manner.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A variety of approaches to assessment could be used. These would include:

- case-studies with associated questions
- stimulus material with related questions
- written or oral reports, which could be based on investigative/project work
- short answer and/or restricted response questions
- practical demonstration

Integration of assessments across outcomes may be used where this is considered appropriate.

Assessment should be carried out under supervision at all times.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment Arrangements* (SQA, 2001).