

**-SQA-SCOTTISH QUALIFICATIONS AUTHORITY**

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**NATIONAL CERTIFICATE MODULE DESCRIPTOR**

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**-Module Number-  
-Superclass-**

**0091180  
PL**

**-Session-1989-90**

**-Title-**

**PSD: ACCIDENT PREVENTION AND  
EMERGENCY PROCEDURES (x½)**

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**-DESCRIPTION-**

Purpose

The purpose of this module is to develop knowledge of hazardous situations both inside and outside the workplace with a view to stressing how accidents may be prevented. Students will be made aware of the responsibilities of employers and employees in relation to health and safety and will learn how to use emergency procedures in order to equip them to deal with life-threatening situations. It must be first aid procedures, even at a basic level, but is intended to give students the skills which may sustain life until professional help becomes available. Students will also have the opportunity to devise accident prevention strategies and to demonstrate planning, decision making and organisation skills.

The module is suitable for inclusion in any education or training programme.

The module is one of a range which provides breadth and balance in programmes of learning. The descriptor should be read in conjunction with the Guidelines for Personal and Social Development Modules.

Personal and Social Development modules are designed to develop:

- task management skills (planning, organising and decision making);
- interpersonal and group skills;
- self awareness, self reliance and self confidence;

- the ability to seek and use appropriate knowledge.

These aims have vocational as much as personal and social relevance.

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Preferred  
Entry Level

None

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Learning  
Outcomes

The student can:

1. plan a strategy for accident prevention;
2. use emergency procedures;
3. use interpersonal skills in emergency procedures.

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Content/  
Context

Corresponding to Learning Outcomes 1-3:

1. Potential hazards in a wide range of contexts should be examined before the student is presented with a specific situation to assess and rectify. These contexts should include work, domestic, social or leisure environments. Students should be made aware of such hazards as: poor protective clothing; dangerous machinery or appliances, lifting heavy weights and handling dangerous materials; power sources; lack of cleanliness; fire and/or explosion; fatigue; noise; incorrect or damaged tools; poor lighting and ventilation; inappropriate behaviour; medicines; recreational hazards; dangerous surfaces etc.

The student should form a detailed plan for improvement of safety in a specific situation. The plan should show that the student has identified potential hazards in a specific situation, and can describe corrective measures for the identified hazards. Priorities for improvement of safety and accident prevention should be highlighted in the plan. In relation to identifying priorities the student should consider the urgency of correcting a particular hazard, the degree of potential for injury or damage, the responsibilities of employer and employee under current legislation (eg. Health and Safety at Work Act), the need for an education or training programme on safety.

Tutors may need to instruct on the skills of planning, organising and decision making. Some students may need to plan on the basis of information provided by the tutor, whereas others may wish to conduct a survey of a particular situation and plan a strategy for safety improvement. The descriptor gives the minimum which is to be undertaken. It is recognised that students may wish to go beyond this minimum requirement and should be encouraged to do so if they are capable.

- 2-3. Students will have to demonstrate a range of skills and knowledge in carrying out emergency procedures. This will involve the practical skills of dealing with emergency situations and the interpersonal skills necessary to undertake this in an effective way.

The emergency procedures the students have to demonstrate are those which they may encounter in any accident situation. The student should identify the initial condition of the casualty and his/her condition in relation to Airway, Breathing, Circulation. The student has to demonstrate the correct procedure for resuscitation, demonstrate the correct use of the recovery position and the correct procedure for treating shock.

Throughout, the student should have shown that he/she can initiate care procedure in a confident manner and provide reassurance to the casualty and bystanders. The student should demonstrate that he/she can communicate essential information about the casualty to emergency services.

Each students' performance in LO2 and LO3 should give the opportunity to review the knowledge and skills gained, throughout the module including interpersonal skills. It may be useful for tutors to discuss procedures undertaken in planning accident prevention strategies as well as the learning gained from undertaking emergency procedures.

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Suggested  
Learning and  
Teaching  
Approaches

Corresponding to Learning Outcomes 1-3:

The following sequence of Learning and Teaching is suggested:-

- (a) Induction to the module including explanation of its key features and establishing working relationships.

- (b) Learning and Teaching directed at developing an awareness of a range of potentially hazardous situations taken from the contexts of work, social, leisure and domestic situations. The tutor may wish to relate the work situation to the students' main programme of study or training. A variety of methods can be used including teacher exposition; film, tape, slides or video presentations; print resources; graphic illustrations; group discussions; role-play exercises; experiments? and demonstrations; games and simulations, computer programs, case studies etc.
- (c) Students should be made aware of a range of safety principles and be taught corrective measures for identified hazards. This should be done over a range of situations.
- (d) Students should be informed of the basic statutory obligations of employers and employees under current legislation (eg. Health and Safety at Work Act 1974). Relating these as far as possible to the work contexts of a student's programme of study or training would add relevance.
- (e) When the student has demonstrated an awareness of potential hazards and the means of making these hazards safe, tutors should concentrate on bringing together this knowledge and linking it with the task management skills of planning, organisation and decision-making. Students should plan a strategy for accident prevention in a particular situation. The tutor may decide to specify this situation or allow the student to choose one which is familiar to him/her.
- (f) Throughout the module emphasis should be placed on student participation and active learning methods. This is particularly the case when teaching emergency procedures. Many of the methods outlined in (b) above are also suitable for LO2. Tutors should stress the dangers inherent in approaching an accident situation. Students should also be made aware of safety procedures to be followed where they may come into contact with body fluids. The dangers of contracting HIV (AIDS) or Hepatitis B are slight but possible and where possible students should use prescribed measures when treating casualties.
- (g) The opportunities to use both interpersonal and task management skills during the practical aspects of the module should be highlighted. Where possible video or audio recordings of student performance can be used to give feedback in these skills.

The growth in self confidence and in awareness of the needs of others which derive from this module should be accentuated.

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Assessment  
Procedures

Acceptable performance in the module will be satisfactory achievement of all the performance criteria specified for each Learning Outcome.

The following abbreviations are used below:

LO Learning Outcome

IA Instrument of Assessment

PC Performance Criteria

LO1 PLAN A STRATEGY FOR ACCIDENT PREVENTION

PC The student:

- (a) identifies potential hazards in a specific situation;
- (b) describes corrective measures for identified hazards;
- (c) identifies priorities for improvement of safety and accident prevention;
- (d) forms a detailed plan for improvement of safety in a specific situation.

IA Assignment

The student will undertake an assignment which will require him/her to plan a strategy for accident prevention in a specific situation using task management skills.

The strategy may cover the work situation, the home, social or leisure activities and will address the points covered in PC (a) - (d).

Satisfactory achievement of the Learning Outcome will be based on the student achieving PC (a) -(d).

LO2 USE EMERGENCY PROCEDURES

PC The student:

- (a) identifies initial condition of casualty in relation to Airway - Breathing - Circulation;
- (b) demonstrates correct resuscitation procedure;
- (c) demonstrates the correct use of the recovery position;

- (d) demonstrates correct procedure for treating shock.

IA Practical Exercise

The student will be required to carry out a practical exercise in conjunction with LO3 (see below).

LO3 USE INTERPERSONAL SKILLS IN EMERGENCY PROCEDURES

PC The student:

- (a) initiates care procedure in a confident manner;
- (b) provides reassurance to casualty and bystanders;
- (c) communicates essential information about the casualty to emergency services.

IA Practical Exercise

The student will be required to carry out a practical exercise to demonstrate the knowledge and skills required to (a) carry out emergency procedures and (b) use interpersonal skills in carrying out the emergency procedures. A combined practical exercise for LO2 and 3 is used in order to simulate real-life situations as closely as possible, allowing the student to demonstrate the simultaneous use of knowledge required to carry out emergency procedures and appropriate task management skills.

The practical exercise should be carried out using an observation checklist.

Satisfactory achievement of the Learning Outcome will be based on the student achieving all the performance criteria for both Learning Outcomes.