



# **First Aid at Work**

**Assessment Strategy and Guidance for Centres**

**Group Award Code: GG23 46**

**SCQF level 6**



**Version 04: January 2017**

## History of changes

Version	Description of change	Date
04	Minor change to Appendix 1 Table — GG87 49 — Xs added to columns (had been omitted).  Change to ' <i>First Aid Practical Assessment — Unconscious Casualty Not Breathing</i> ' Table — number of compressions changed to '100 to 120 compressions per minute to a depth of 5–6 cm'.	18/01/17
03	Defibrillation and additional training qualifications added	20/9/16
02	Training equipment information added.	29/06/16

# First Aid at Work

## Course structure

The First Aid at Work qualification comprises two Units:

Unit 1 — Emergency First Aid in the Workplace

Unit 2 — Recognition and Management of Illness and Injury in the Workplace

**NOTE:** When undertaking the First Aid at Work qualification then Unit 2 — Recognition and Management of Illness and Injury in the Workplace must be completed **within 10 weeks** of achievement of Unit 1 — Emergency First Aid in the Workplace.

## General introduction

This Guidance is designed to help training providers gain and maintain approval to carry out First Aid at Work (FAW) training.

The Scottish Qualifications Authority (SQA) is authorised to issue and renew Certificates of Approval and to issue FAW Learner Certificates to those First Aid at Work training providers whose training and qualifications in First Aid at Work meet the requirements set out in the following documents:

- ◆ the Health and Safety (First-Aid) Regulations 1981
- ◆ the associated Approved Code of Practice (ACOP) and guidance
- ◆ the HSE Minimum Training Standards for the Delivery of Emergency First Aid at Work Courses for the Purpose of Health and Safety (First-Aid) Regulations 1981

## Background

These Assessment Principles have been produced by Awarding Organisations/Bodies in cooperation with the Health and Safety Executive (HSE), Skills for Health and Qualification Regulators — October 2012. They relate to the assessment of First Aid Qualifications including but not limited to:

- ◆ **First Aid at Work (FAW)**
- ◆ **Emergency First Aid at Work (EFAW)**
- ◆ **Paediatric First Aid**
- ◆ **Activity First Aid**
- ◆ **Cardio Pulmonary Resuscitation and Automated External Defibrillation**
- ◆ **Medical Gases**

They deal with training, assessment, evidence and quality assurance under the following headings:

- ◆ Roles and responsibilities of those involved in the training, assessment and verification processes
- ◆ Assessment and sources of evidence
- ◆ Simulation
- ◆ External Quality Assurance

These principles are in addition to the generic criteria and regulations that awarding organisations/bodies must meet for the delivery of accredited qualifications.

## **Publication of Assessment Principles**

The assessment principles are held by Skills for Health and are published on the SfH website. These will be updated from time to time based on best practice requirements.

## **Roles and responsibilities of those involved in the Training, Assessment and Quality Assurance Processes.**

There must be a trainer, an assessor and internal verifier involved in the training, assessment and internal quality assurance of this qualification.

**Please note** — The requirement of Trainers and Assessors are provided separately. However, it is accepted that both roles may be performed by the same person, providing the qualifications and experience requirements for both roles are met.

### **Trainers**

The trainer must have knowledge and competency in First Aid as well as knowledge and competency to train. This will be based on qualifications and experience and presented in an acceptable portfolio which must include:

#### **(i) Occupational knowledge and competence in First Aid — evidenced by:**

- ◆ Holding a First Aid at Work Certificate meeting the HSE requirements

Or through:

- registration as a doctor with the General Medical Council (GMC)
- registration as a nurse with the Nursing and Midwifery Council (NMC)
- registration as a paramedic with the Health and Care Professions Council (HCPC)

#### **(ii) Knowledge and competency in teaching/training First Aid — evidenced by:**

- ◆ Holding an acceptable teaching/training qualification as detailed in Appendix 1

#### **AND**

- ◆ Providing an acceptable log of teaching First Aid within the last 3 years. This should be a minimum of 36 hours (6 days each of 6 hours)

#### **OR**

- ◆ Providing an acceptable record of competently teaching theoretical and practical First Aid sessions under the supervision of a suitably qualified Trainer. This should be a record of observation within the last 12 months.

## Assessors

The assessor must have knowledge and competency in First Aid as well as knowledge and competency to assess. This will be based on qualifications and experience and presented in an acceptable portfolio which must include:

**(i) Occupational knowledge and competence in First Aid — evidenced by:**

- ◆ Holding a First Aid at Work Certificate meeting the HSE requirements

Or through:

- registration as a doctor with the General Medical Council (GMC)
- registration as a nurse with the Nursing and Midwifery Council (NMC)
- registration as a paramedic with the Health and Care Professions Council (HCPC)

**(ii) Knowledge and competency in assessing First Aid — evidenced by:**

- ◆ Holding an acceptable assessing qualification (see Appendix 1)

**AND**

- ◆ Providing an acceptable log of First Aid assessments conducted within the last 3 years. This should be a minimum of six First Aid Courses

**OR**

- ◆ Providing an acceptable record of competently assessing theoretical and practical First Aid qualifications under the supervision of a suitably qualified assessor. This should be a record of observation within the last 12 months.

Assessors without a qualification must provide evidence of registration for an acceptable assessor qualification while they are carrying out assessment procedures. This qualification must be completed within 2 years of commencement and progress towards achievement of the qualification will be monitored by one of SQA's External Verifiers during their visit to the centre to ensure the Assessor is following the principles set out in the current Learning and Development national occupational standards, *'Assess workplace competence using direct and indirect methods.'* Whilst they are undertaking this qualification their assessment decisions must be monitored by a qualified assessor.

Assessors who do not hold a formal assessing qualification may alternatively attend First Aid Assessor CPD Training with an Awarding Body, such as SQA, to achieve an assessor qualification as identified in Appendix 1. Those assessors who currently hold the First Aid at Work Assessor Course will be required to achieve a formal (regulated) assessing qualification as identified in Appendix 1.

## Internal Verifier

The role of the internal verifier is to carry out post-approval checks and produce a report outlining the checks. The internal verifier also carries out the annual Trainer and Assessor skills monitoring.

Those involved in the internal quality assurance of these qualifications must be occupationally competent in first aid and competent in internal quality assurance.

### Internal Verifiers must:

- ◆ be occupationally competent in the area of first aid. This can be evidenced by:
  - Holding a First Aid at Work Certificate meeting the HSE requirements
- Or through:
  - registration as a doctor with the General Medical Council (GMC)
  - registration as a nurse with the Nursing and Midwifery Council (NMC)
  - registration as a paramedic with the Health and Care Professions Council (HCPC)
- ◆ have working knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place
- ◆ have a thorough knowledge and understanding of the role of assessors
- ◆ visit and observe assessments and carry out other related internal quality assurance practices as appropriate
- ◆ hold either D34, V1, L&D11 or an equivalent accepted **or** be working towards an accepted internal verification qualification **or** have a development plan to show they will be working towards an accepted qualification within a specified timeframe

**NOTE:** It is understood that not all Internal Verifiers (IVs) will be qualified initially, and that sufficient time should be allocated to enable an individual to achieve this qualification. During this time centres should ensure that Internal Verifiers are following the principles set out in the current Learning and Development NOS 11 'internally monitor and maintain the quality of assessment' and that their internal verification decisions are monitored by a qualified Internal Verifier, who holds a qualification as detailed in Appendix 2.

### External Verifier

The role of the External Verifier (EV) is to carry out approval and annual visits to centres to ensure consistency in the delivery of Emergency First Aid at Work training across all centres offering the award. As part of this work the EV produces a report and forwards it to SQA.

Those involved in the external quality assurance of these qualifications must be occupationally competent in first aid and competent in external quality assurance.

### External Verifiers must:

- ◆ be occupationally competent in the area of first aid. This can be evidenced by:
  - Holding a First Aid at Work Certificate meeting the HSE requirements
- Or through:
  - registration as a doctor with the General Medical Council (GMC)
  - registration as a nurse with the Nursing and Midwifery Council (NMC)
  - registration as a paramedic with the Health and Care Professions Council (HCPC)
- ◆ hold either D35, V2, L&D12 or an equivalent accepted External Verifier **or** be working towards an accepted external verification qualification **or** have a development plan to show they will be working towards an accepted qualification within a specified timeframe.

**NOTE:** It is understood that not all EVs will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time Awarding Organisations/Bodies should ensure that EV's are following the principles set out in the current Learning and Development NOS 12 Externally monitor and maintain the quality of assessment. This could be evidenced by holding a qualification listed in Appendix 3.

## Assessment and Sources of Evidence

### Assessment centres

Assessment centres will be responsible for maintaining up-to-date information on trainers, assessors and Internal and for ensuring the currency of the competence of all those involved in the training, assessment and internal quality assurance process.

### Simulation

Simulation is permitted — Each Unit details what may be simulated.

### Assessment

The assessment should determine a learner's ability to act safely, promptly and effectively when an emergency occurs at work and to deal with a casualty.

All Assessment Criteria in the Units must be achieved. Evidence demonstrating how assessment decisions have been arrived at must be available to the IV and EV.

Summative assessment may take place at any time during the delivery of the qualification and does not need to be done as a final assessment. It is however a requirement for the learner to be aware that assessment is taking place. You may use formative assessment during delivery of the qualification but this is not to be used in the assessment decisions of competence against the Assessment Criteria.

The assessment for the FAW course must be managed by a suitably-qualified Assessor, who will carry out a practical assessment for CPR, use of AED, unconscious casualty and bleeding casualty. Underpinning knowledge will be assessed by use of written and/or verbal questioning supported with checklists. (See examples provided.)

Centres producing their own checklists and question papers are advised to seek prior verification from SQA before using them.

**NOTE:** When undertaking the First Aid at Work qualification then Unit 2 — Recognition and Management of Illness and Injury in the Workplace must be completed within 10 weeks of achievement of Unit 1 — Emergency First Aid in the Workplace.

## Tourniquets and Haemostatic Dressing

In the Unit 'Emergency First Aid in the Workplace' for Learning Outcome 6 — 'Be able to manage a casualty with external bleeding' and Assessment Criteria 6.1 and 6.2 the use of Tourniquets and Haemostatic dressing is **NOT** to be routinely taught or assessed.

The training provider should only consider training and assessment of this approach to managing external bleeding if it is appropriate to the context of the learner's workplace.

Evidence to justify a training provider's decision to train and assess these techniques should be made available to the external verifier during their visit to the centre.

## Blended Learning in First Aid Training

Blended learning is now an accepted means by which workplace first aid training can be delivered. **However** it is the responsibility of the learner's employer to conduct the necessary additional checks (due diligence) needed to be carried out to decide if their staff should be trained in first aid using this method (a combination of electronic distance based and face to face classroom based instruction). This means as a training provider you must make sure:

- ◆ You are satisfied that where first aid training comprises of blended learning, it is **as effective** as exclusively face to face learning.
- ◆ The individual being trained knows how to use the technology that delivers the training
- ◆ You have an adequate means of supporting the individual during their training
- ◆ You have a robust system in place to prevent identity fraud
- ◆ Sufficient time is allocated to classroom based learning and assessment of the practical elements of the syllabus

## End of Course Evaluation

Centres should have an evaluation procedure in place, which provides an opportunity for learners to provide feedback on the following:

- ◆ The ability/competence of the First Aid Trainer
- ◆ The ability/competence of the Assessor
- ◆ The structure and content of the First Aid Course
- ◆ The First Aid equipment used
- ◆ The appropriateness of the training venue

## FAW certificates

The minimum requirements for certificates issued must contain the following:

- ◆ reference to the Health and Safety (First-Aid) Regulations 1981
- ◆ confirmation that the certificate is valid for 3 years from the date of issue
- ◆ the name of the training organisation (where permissible by the qualification regulator)

Certificates issued by SQA detail the first two points (the third point is at the discretion of the awarding body).

Training providers may choose to issue their own branded certificate to their learners in addition to the SQA certificate. This is entirely up to the individual training provider although it is not necessary.

## Re-qualifying

FAW certificates are valid for 3 years. Once a certificate has lapsed after 3 years, in order to re-qualify learners **must** be assessed against all Learning Outcomes and Assessment Criteria in the Unit.

If a learner commences a requalification course prior to their 3 year lapsing date they only need to complete a two day (12 hour) requalification/refresher course.



## Standards of first aid practice

The FAW course must be taught over 18 hours inclusive of assessment of candidates. Centres may deliver these hours over 3 full days of 6 hours or 6 half days of 3 hours each.

FAW skills and knowledge should be taught and assessed in accordance with currently accepted first-aid practice in the United Kingdom. At present, HSE accepts the first-aid management of injuries and illness, in as far as they relate to the topics covered in an FAW training course, as laid down:

- ◆ by the Resuscitation Council (UK); and
- ◆ in other publications; provided that they are supported by a responsible body of medical opinion.

**NB:** Defibrillation must be taught with CPR as part of the course from 1 January 2017. The Resuscitation Council UK guidelines now state that the management of a casualty requiring CPR is to request an AED

## Training equipment

It is important there is a sufficient range of equipment to support all elements of the training. There should be procedures in place for maintaining hygiene when using equipment.

The following are required:

- ◆ An appropriate, current first aid reference book per candidate: to match the course being delivered: (SQA accepts publications that are in accordance with the standards specified by the Resuscitation Council (UK))
- ◆ Audio Visual Equipment: to enable the use of PowerPoint or any appropriate media as detailed in lesson plans
- ◆ Bandages and Dressings: one per learner
- ◆ First Aid Kit: at least one for demonstration purposes
- ◆ Training Manikins: there should be one manikin available for every group of four learners as recommended by HSE
- ◆ Hygiene: there must be items to manage hygiene during courses. eg cleaning wipes for manikins, anti-bacterial soap and tissues
- ◆ Maintenance of Equipment: there must be documented evidence of the maintenance of equipment, for example records to show how often manikin lungs are changed
- ◆ EpiPen training device
- ◆ AED Training Device — there should be one AED training device for every group of four learners as recommended by the HSE. The Resuscitation council UK guidelines now state that the management of a casualty requiring CPR is to request an AED.

Optional equipment that will enhance the learner experience:

- ◆ Choke simulator device
- ◆ Asthma inhaler training device and training spacer unit

## Appendix 1: Acceptable Training/Assessing Qualifications

This list is not exhaustive but provides a guide to acceptable training and/or assessing qualifications.

**Assessors must hold a recognised assessor qualification.**

**Trainers must hold a regulated teaching/training qualification.**

Qualification	Train	Assess
Cert Ed/PGCE/B Ed/M Ed	x	x
CTLTS/DTLLS	x	x
PTLLS with Unit 'Principles and Practice of Assessment' (12 credits)	x	x
Further and Adult Education Teacher's Certificate	x	x
IHCD Instruction Methods	x	x
IHCD Instructor Certificate	x	x
S/NVQ level 3 in training and development	x	x
S/NVQ level 4 in training and development	x	x
TQFE (teaching Qualification for Further Education)	x	x
English National Board 998	x	x
NOCN Tutor Assessor Award	x	x
Level 3 Award in Education and Training (QCF)	x	x
Level 4 Certificate in Education and Training (QCF)	x	x
Level 5 Diploma in Education and Training (QCF)	x	x
PTLLS (6 credits)	x	
Accredited Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development	x	
Training Group A22, B22, C21, C23, C24	x	
SQA Accredited Planning and Delivering Learning Sessions to Groups	x	
A1 (D32/33) — Assess candidates using a range of methods		x
A2 (D32) — Assess candidates' performance through observation		x
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement		x
SQA Accredited Learning and Development Unit 9DI — Assess workplace competences using direct and indirect methods — replacing Units A1 and D32/33		x
SQA Accredited Learning and Development Unit 9D — Assess workplace competence using direct methods — replacing Units A2 and D32		x
SQA Carry out the Assessment Process		x
Level 3 Award in Assessing Competence in the Work Environment (QCF)		x
Level 3 Award in Assessing Vocationally Related Achievement (QCF)		x
Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)		x
Level 3 Certificate in Assessing Vocational Achievement (QCF)		x
FD3Y 04 Engage and Support Learners in the Learning and Development Process	x	
FD3W 04 Manage Learning and Development in Groups	x	

<b>Qualification</b>	<b>Train</b>	<b>Assess</b>
GG87 49 PDA Teaching Practice in Scotland's Colleges — SCQF level 9	x	x
GG82 49 PDA Developing Teaching Practice in Scotland's Colleges — SCQF level 9	x	x
H419 36 Learning and Teaching – Assessment and Quality Standards — SCQF level 9		x

## **Appendix 2: Qualifications suitable for Internal Quality Assurance**

- ◆ SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
- ◆ QCF Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment
- ◆ Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF)
- ◆ Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)
- ◆ V1 or D34

**NOTE:** This list is not exhaustive.

### **Appendix 3: Qualifications suitable for External Quality Assurance**

- ◆ SQA Accredited Learning and Development Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment
- ◆ QCF Qualifications based on the Learning and Development NOS 12 Externally Monitor and Maintain the Quality of Assessment
- ◆ Level 4 Award in the External Quality Assurance of Assessment Processes and Practice (QCF)
- ◆ Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (QCF)
- ◆ V2 or D35

**NOTE:** This list is not exhaustive.

<b>Unit:</b>	<b>Emergency First Aid in the Workplace</b>
<b>Unit Reference Number:</b>	<b>H30N 04</b>
<b>SCQF level:</b>	<b>5</b>
<b>SCQF Credit:</b>	<b>1</b>

## **Unit Summary**

The purpose of this Unit is to assess the knowledge, understanding and skills required to deal with a range of emergencies requiring first aid in the workplace.

***This Unit meets The Health and Safety (First Aid) Regulations 1981 in respect of Emergency First Aid at Work.***

***This Unit forms part of the Emergency First Aid at Work (EFAW) and First Aid at Work (FAW) qualifications.***

Learning Outcome	Assessment Criteria
<b>1 Understand the role and responsibilities of a first aider.</b>	1.1 Identify the role and responsibilities of a first aider. 1.2 Describe how to minimise the risk of infection to self and others. 1.3 Identify the need for establishing consent to provide first aid. 1.4 Complete an accident report form. 1.5 Identify the first aid equipment that should be available in a workplace. 1.6 Describe the safe use of first aid equipment.
<b>2 Be able to assess an incident.</b>	2.1 Conduct a scene survey. 2.2 Conduct a primary survey of a casualty. 2.3 Give examples of when to call for help.
<b>3 Be able to manage an unresponsive casualty who is breathing normally.</b>	3.1 Assess a casualty's level of consciousness. 3.2 Open a casualty's airway and check breathing. 3.3 Explain why it is important to place an unconscious casualty into the recovery position. 3.4 Place an unresponsive casualty in the recovery position. 3.5 Manage a casualty who is in seizure.
<b>4 Be able to manage an unresponsive casualty who is not breathing normally.</b>	4.1 Recognise the need to commence Cardio Pulmonary Resuscitation. 4.2 Demonstrate Cardio Pulmonary Resuscitation using a manikin.
<b>5 Be able to recognise and assist a casualty who is choking.</b>	5.1 Describe how to identify a casualty with a: <ul style="list-style-type: none"> <li>◆ partially blocked airway</li> <li>◆ completely blocked airway</li> </ul> 5.2 Administer first aid to a casualty who is choking.
<b>6 Be able to manage a casualty with external bleeding.</b>	6.1 Identify the types of external bleeding. 6.2 Control external bleeding.
<b>7 Be able to manage a casualty who is in shock.</b>	7.1 Recognise shock. 7.2 Administer first aid to a casualty who is in shock.
<b>8 Be able to manage a casualty with a minor injury.</b>	8.1 Administer first aid to a casualty with small cuts, grazes and bruises. 8.2 Administer first aid to a casualty with minor burns and scalds. 8.3 Administer first aid to a casualty with small splinters.

<b>Additional information about this Unit</b>	
<b>Unit approval date</b>	3 October 2012
<b>Unit review date</b>	31 March 2017
<b>Unit available from</b>	1 January 2013
<b>Unit code</b>	
<b>SCQF level</b>	5
<b>SCQF credit</b>	1
<b>Support for the Unit from SSC or other appropriate body</b>	Skills for Health
<b>Assessment requirements and guidance</b>	<p>This Unit must be assessed in accordance with the current SQA Accreditation ACG approved Assessment Principles for First Aid Qualifications.</p> <p>Simulation is allowed for this Unit.</p>
<b>Details of the relationship between the Unit and relevant NOS and/or professional standards</b>	This Unit meets The Health and Safety (First Aid) Regulations 1981 in respect of Emergency First Aid at Work.



## Sample lesson plan

Emergency First Aid in the Workplace lesson plan			
Session	Lesson	Learning Outcome	Resources
1 45 minutes	<ul style="list-style-type: none"> <li>◆ Identify the role and responsibilities of the emergency first-aider</li> <li>◆ Describe how to minimise risk of infection to self and others</li> <li>◆ Identifying importance of consent</li> <li>◆ Accident Reporting</li> <li>◆ Identify and describe safe use of first aid equipment</li> </ul>	1	<p>Current first aid procedures</p> <p>Accident book and accident report form</p> <p>Appropriate learning and teaching materials</p>
2 1.5 hours	<ul style="list-style-type: none"> <li>◆ Explain scene survey</li> <li>◆ Explain primary survey</li> <li>◆ Explain and show how to:               <ul style="list-style-type: none"> <li>— Open airway and check breathing</li> <li>— Place casualty in recovery position</li> <li>— Manage a casualty in seizure</li> </ul> </li> </ul>	2 and 3	<p>Current first aid procedures</p> <p>Casualty for recovery position and seizure management</p> <p>Appropriate learning and teaching materials</p>
3 1.5 hours	<ul style="list-style-type: none"> <li>◆ Explain when and how to commence CPR</li> <li>◆ Demonstrate process of CPR</li> <li>◆ Describe signs and symptoms of partial and blocked airway</li> <li>◆ Explain how to treat choking casualty</li> <li>◆ Demonstrate how and explain when to use an AED</li> </ul>	4 and 5	<p>Current first aid procedures</p> <p>Manikin for CPR</p> <p>Appropriate learning and teaching materials</p> <p>AED Training device — 1:4 learners</p> <p><b>Manikin for CPR — 1:4 learners</b></p>
4 1 hour and 15 minutes	<ul style="list-style-type: none"> <li>◆ Explain types of bleeding and show how to control external bleeding</li> <li>◆ Explain how to recognise shock and how to treat casualty in shock</li> <li>◆ Explain first aid procedures for:               <ul style="list-style-type: none"> <li>— Small cuts, grazes and bruises</li> <li>— Minor burns and scalds</li> <li>— Small splinters.</li> </ul> </li> </ul>	6, 7 and 8	<p>Current first aid procedures</p> <p>Bandages and slings</p> <p>Blanket for casualty in shock</p> <p>Appropriate learning and teaching materials</p>
5 1 hour	Assessment and remediation	All Outcomes as necessary	Assessments and checklists

<b>First Aid Practical Assessment — Conscious Casualty</b>			
<b>Candidate name</b>			
<b>Venue</b>			
<b>Date</b>			
<b>Action required</b>	<b>Competent (C) or Referred (R)</b>	<b>Assessor feedback</b>	
Conduct a scene survey			
Consider all aspects of hygiene for both self and casualty			
Assess casualty — perform primary survey			
Send for or call for help			
Identify condition and/or injuries by observing the casualty and communicating effectively			
Give appropriate emergency aid For casualty who is choking			
Give effective treatment To a casualty in shock			
Give appropriate care to the casualty who has: <ul style="list-style-type: none"> <li>◆ Small cuts, grazes and bruises</li> <li>◆ Minor burns and scalds</li> <li>◆ Small splinters</li> </ul>			
Record any questions asked here together with candidate response. These should only be used to confirm underpinning knowledge. For example:			
Give examples of when you would call for help?			
<b>Was the candidate competent? (Circle as appropriate)</b> <b>Yes</b> <b>No</b>			
<b>Assessor's name</b>			
<b>Internal Verifier's name</b>			
<b>Assessor's signature</b>		<b>Date:</b>	
<b>Internal Verifier's signature</b>			

<b>First Aid Practical Assessment — Unconscious Casualty — Breathing</b>			
<b>Candidate name</b>			
<b>Venue</b>			
<b>Date</b>			
<b>Action required</b>	<b>Competent (C) or Referred (R)</b>	<b>Assessor feedback</b>	
Conduct a scene survey			
Conduct a Primary survey: <ul style="list-style-type: none"> <li>◆ Levels of consciousness</li> <li>◆ Check ABC (open airway/check breathing)</li> </ul>			
Call for help			
Place casualty in recovery position			
Monitor ABC			
Manage casualty in seizure			
<p>Record any questions asked here together with candidate response. These should only be used to confirm underpinning knowledge. For example:</p> <p>Why is it important to place an unconscious casualty in the recovery position?</p>			
<b>Was the candidate competent? (Circle as appropriate)</b>		<b>Yes</b>	<b>No</b>
<b>Assessor's name</b>			
<b>Internal Verifier's name</b>			
<b>Assessor's signature</b>		<b>Date:</b>	
<b>Internal Verifier's signature</b>			

<b>First Aid Practical Assessment — Unconscious Casualty Not Breathing</b>			
<b>Candidate name</b>			
<b>Venue</b>			
<b>Date</b>			
<b>Action required</b>	<b>Competent (C) or Referred (R)</b>	<b>Assessor feedback</b>	
Conduct a scene survey			
Conduct a Primary survey: <ul style="list-style-type: none"> <li>◆ Levels of consciousness</li> <li>◆ Check ABC (open airway/check breathing)</li> </ul>			
Send for or call for help			
Ask for AED if available Use AED correctly			
Commence 30 chest compressions at a rate of 100 to 120 compressions per minute to a depth of 5–6 cm			
Two rescue breaths			
Continue CPR at a rate of 30 compressions to two rescue breaths			
<p>Record any questions asked here together with candidate response. These should only be used to confirm underpinning knowledge.</p> <p>When would you start CPR?</p>			
<b>Was the candidate competent? (Circle as appropriate)</b>		<b>Yes</b>	<b>No</b>
<b>Assessor's name</b>			
<b>Internal Verifier's name</b>			
<b>Assessor's signature</b>		<b>Date:</b>	
<b>Internal Verifier's signature</b>			



Candidates' underpinning knowledge and understanding can be assessed in writing and/or verbally. The following are samples of questions which could be asked. Centres must ensure that all of the Assessment Criteria are achieved by the questions asked. Some of the underpinning knowledge and understanding may have been provided during the practical assignment. Please note centres should maintain a template of questions asked and answers given by individual candidates. Centres can construct their own question bank and are advised to seek prior approval of these.

<b>Candidate name</b>	
<b>Venue</b>	
<b>Date</b>	

<b>Question</b>	<b>Answer</b>	<b>Comments</b>
What legislation governs first aid?		
What is the role of a first aider?		
What are the responsibilities of a first aider?		
Why must you seek consent to provide first aid?		
How would you complete an accident form?		
Name some of the first aid equipment that should be in the workplace		
Describe how you would use this equipment safely		
How could you identify a casualty with a partially blocked airway?		
How could you identify a casualty with a completely blocked airway?		
What are the symptoms of shock?		
What are the signs and symptoms of a seizure?		
How would you treat a small cut or graze?		
How would you treat a small bruise?		
How would you treat a minor burn or scald?		
How would you treat a small splinter?		
<b>Was the candidate competent? (Circle as appropriate)</b>	<b>Yes</b>	<b>No</b>
<b>Assessor's name</b>		
<b>Internal Verifier's name</b>		
<b>Assessor's signature</b>		<b>Date:</b>
<b>Internal Verifier's signature</b>		

**Unit:** **Recognition and Management of Illness and Injury in the Workplace**

**Unit Reference Number:** **H30M 04**

**SCQF level:** **6**

**SCQF Credit:** **2**

## **Unit Summary**

The purpose of this Unit is to assess the knowledge, understanding and skills required to deal with a range of illnesses and injuries requiring first aid in the workplace.

***This Unit forms part of the qualification First Aid at Work (FAW). The First Aid at Work qualification meets The Health and Safety (First Aid) Regulations 1981 in respect of First Aid at Work.***

Learning Outcome	Assessment Criteria
<b>1 Be able to conduct a secondary survey.</b>	1.1 Identify the information to be collected when gathering a casualty history. 1.2 Conduct a head to toe survey.
<b>2 Be able to administer first aid to a casualty with injuries to bones, muscles and joints.</b>	2.1 Recognise suspected: <ul style="list-style-type: none"> <li>◆ fractures</li> <li>◆ dislocations</li> <li>◆ sprains and strains</li> </ul> 2.2 Administer first aid for: <ul style="list-style-type: none"> <li>◆ fractures</li> <li>◆ dislocations</li> <li>◆ sprains and strains</li> </ul>
<b>3. Be able to administer First Aid to a casualty with suspected head and spinal injuries.</b>	3.1 Recognise suspected: <ul style="list-style-type: none"> <li>◆ concussion</li> <li>◆ skull fracture</li> <li>◆ cerebral compression</li> <li>◆ spinal injury</li> </ul> 3.2 Administer first aid for suspected: <ul style="list-style-type: none"> <li>◆ concussion</li> <li>◆ skull Fracture</li> <li>◆ cerebral compression</li> <li>◆ spinal injury</li> </ul>
<b>4 Be able to administer First Aid to a casualty with suspected chest injuries.</b>	4.1 Recognise the different types of chest injury. 4.2 Administer first aid for a chest injury.
<b>5 Be able to administer First Aid to a casualty with burns and scalds.</b>	5.1 Recognise the factors that affect the severity of burns and scalds. 5.2 Administer first aid for burns involving: <ul style="list-style-type: none"> <li>◆ dry heat</li> <li>◆ wet heat</li> <li>◆ electricity</li> <li>◆ chemicals</li> </ul>
<b>6 Be able to administer First Aid to a casualty with an eye injury.</b>	6.1 Give examples of common eye injuries. 6.2 Administer first aid for eye injuries involving: <ul style="list-style-type: none"> <li>◆ dust</li> <li>◆ chemicals</li> <li>◆ embedded objects</li> </ul>



Learning Outcome	Assessment Criteria
<b>7 Be able to administer First Aid to a casualty with sudden poisoning.</b>	7.1 Identify the routes that poisons can take to enter the body. 7.3 Administer immediate first aid to a casualty affected by sudden poisoning. 7.4 Identify sources of information for treating those affected by sudden poisoning.
<b>8 Be able to administer First Aid to a casualty with anaphylaxis.</b>	8.1 Identify common triggers for anaphylaxis. 8.2 Recognise anaphylaxis. 8.3 Administer immediate first aid for a casualty suffering from anaphylaxis.
<b>9 Be able to provide First Aid to a casualty with suspected major illness.</b>	9.1 Recognise major illnesses including: <ul style="list-style-type: none"> <li>◆ heart Attack</li> <li>◆ stroke</li> <li>◆ epilepsy</li> <li>◆ asthma</li> <li>◆ diabetes</li> </ul> 9.2 Administer first aid to a casualty suffering from major illnesses including: <ul style="list-style-type: none"> <li>◆ heart Attack</li> <li>◆ stroke</li> <li>◆ epilepsy</li> <li>◆ asthma</li> <li>◆ diabetes</li> </ul>

<b>Additional information about this Unit</b>	
<b>Unit approval date</b>	3 October 2012
<b>Unit review date</b>	31 March 2017
<b>Unit available from</b>	1 January 2013
<b>Unit code</b>	
<b>SCQF level</b>	6
<b>SCQF credit</b>	2
<b>Support for the Unit from SSC or other appropriate body</b>	Skills for Health
<b>Assessment requirements and guidance</b>	<p>This Unit must be assessed in accordance with the current SQA Accreditation ACG approved Assessment Principles for First Aid Qualifications.</p> <p>Simulation is allowed for this Unit.</p>
<b>Details of the relationship between the Unit and relevant NOS and/or professional standards</b>	This Unit along with Emergency First Aid in the Workplace meets The Health and Safety (First Aid) Regulations 1981 in respect of First Aid at Work.

## Sample lesson plan

Recognition and Management of Illness and Injury in the Workplace lesson plan			
Session	Lesson	Learning Outcome	Resources
1  3 hours  (1 hour approximately for each area)	<ul style="list-style-type: none"> <li>◆ Describe information required when gathering a casualty history</li> <li>◆ Describe fractures, dislocations, sprains and strains</li> <li>◆ Describe signs and symptoms for concussion, skull fracture, cerebral compression and spinal injury</li> <li>◆ Demonstrate first aid for the above including top to toe survey</li> </ul>	1, 2 and 3	<p>Current first aid procedures</p> <p>Bandages, slings and padding</p> <p>Matting for casualty to lie on</p> <p>Appropriate learning and teaching materials</p>
2  3 hours  (1 hour approximately for each area)	<ul style="list-style-type: none"> <li>◆ Describe different types of chest injury</li> <li>◆ Describe burns and scalds together with the factors that affect severity</li> <li>◆ Describe common eye injuries</li> <li>◆ Demonstrate first aid for the above</li> </ul>	4, 5 and 6	<p>Current first aid procedures</p> <p>Appropriate learning and teaching materials</p>
3  3 hours  (1 hour approximately for each area)	<ul style="list-style-type: none"> <li>◆ Identify poisons and describe how they enter the body</li> <li>◆ Describe signs and symptoms for anaphylaxis and identify common triggers</li> <li>◆ Describe major illnesses as per Unit requirements</li> <li>◆ Explain the first aid necessary to treat the above conditions</li> </ul>	7, 8 and 9	<p>Current first aid procedures</p> <p>Appropriate learning and teaching materials</p>
4  2 hours	<p>Assessment of candidates. Some of the Assessment Criteria may have been covered previously in the course. This session allows for all assessment to be completed here including written, verbal and practical assessment. This session can also be used to complete the outstanding assessment requirements of the Units.</p>	As appropriate for verbal, written and practical assessment	<p>First aid manuals</p> <p>Bandages, slings and padding</p> <p>Matting for casualty to lie on</p> <p>Appropriate learning and teaching materials to assist study</p>

<b>Session</b>	<b>Lesson</b>	<b>Learning Outcome</b>	<b>Resources</b>
5 1 hour	Remediation and course evaluation	All Outcomes as necessary	Assessments and checklists

<b>First Aid Practical Assessment FAW — Top to Toe Survey</b>			
<b>Candidate name</b>			
<b>Venue</b>			
<b>Date</b>			
<b>Action required</b>	<b>Competent (C) or Referred (R)</b>	<b>Assessor feedback</b>	
Assess breathing			
Check head — scalp/eyes/ears/nose and mouth			
Note colour/temperature of skin			
Loosen clothing/check necklaces/bracelets (check for SOS necklace/bracelet)			
Check spine/chest/ribcage			
Check collar bones/shoulders/arms/hips			
Check abdomen/legs/toes			
Casualty treated appropriately			
<p>Record any questions asked here together with candidate response. These should only be used to confirm underpinning knowledge. For example:</p> <p>What signs and symptoms might you see/hear and what does this tell you?</p>			
<b>Was the candidate competent? (Circle as appropriate)</b>		<b>Yes</b>	<b>No</b>
<b>Assessor's name</b>			
<b>Internal Verifier's name</b>			
<b>Assessor's signature</b>		<b>Date:</b>	
<b>Internal Verifier's signature</b>			

<b>First Aid Practical Assessment FAW — Manage First Aid for Fracture/Dislocation</b>			
<b>Candidate name</b>			
<b>Venue</b>			
<b>Date</b>			
<b>Action required</b>	<b>Competent (C) or Referred (R)</b>	<b>Assessor feedback</b>	
Position casualty appropriately			
Obtain casualty history			
Support the injury appropriately			
Apply padding and bandages appropriately			
Check circulation			
Reassured casualty appropriately			
<p>Record any questions asked here together with the candidate response. These should only be used to confirm underpinning knowledge.</p> <p>What are the signs and symptoms of a closed fracture?            What are the signs and symptoms of an open fracture?</p>			
<b>Was the candidate competent? (Circle as appropriate)</b>		<b>Yes</b>	<b>No</b>
<b>Assessor's name</b>			
<b>Internal Verifier's name</b>			
<b>Assessor's signature</b>		<b>Date:</b>	
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Candidates' underpinning knowledge and understanding can be assessed in writing and/or verbally. The following are samples of questions which could be asked. Centres must ensure that all of the Assessment Criteria are achieved by the questions asked. Some of the underpinning knowledge and understanding may have been provided during the practical assignments. Please note centres should maintain a template of questions asked and answers given by individual candidates. Centres can construct their own question bank and are advised to seek prior approval of these.

<b>Candidate name</b>	
<b>Venue</b>	
<b>Date</b>	

<b>Question</b>	<b>Answer</b>	<b>Comments</b>
What is a dislocation?		
What are the signs and symptoms of a strain/sprain?		
How would you treat a strain/sprain?		
What are the signs and symptoms of concussion?		
How would you treat concussion?		
What are the signs and symptoms of a skull fracture?		
How would you treat a skull fracture?		
What are the signs and symptoms of cerebral concussion?		
How would you treat cerebral concussion?		
How would you recognise a spinal injury?		
How would you treat a spinal injury?		
Name a type of chest injury and explain how you would treat this chest injury?		
Name the different types of burns		
How would you treat a dry heat burn?		
How would you treat a wet heat burn?		
How would you treat an electric burn?		
How would you treat a chemical burn?		
Name some types of common eye injury		

Question	Answer	Comments
How would you treat a casualty with an eye injury caused by dust?		
How would you treat a casualty with an eye injury caused by chemicals?		
How would you treat a casualty with an eye injury caused by an embedded object?		
What is the definition of a poison?		
Name the routes by which a poison can enter the body?		
What sources of information can you use about an incident where a casualty is affected by sudden poisoning?		
How would you treat a casualty with food poisoning?		
How would you treat a casualty who has swallowed a non-corrosive poison?		
What is anaphylactic shock?		
Name some triggers likely to cause anaphylactic shock?		
What are the signs and symptoms of anaphylactic shock?		
How would you treat a casualty with anaphylactic shock?		
What are the signs and symptoms of a heart attack?		
How would you treat a casualty experiencing a heart attack?		
What are the signs and symptoms of a stroke?		
How would you treat a casualty who is in shock?		
What are the signs and symptoms of epilepsy?		
How would you treat a casualty who is having a seizure?		
What are the signs and symptoms of an asthma attack?		



<b>Question</b>	<b>Answer</b>	<b>Comments</b>	
How would you treat a casualty who is experiencing an asthma attack?			
Name the signs and symptoms of hyperglycaemia?			
How would you treat a casualty who is experiencing a hyperglycaemia attack?			
Name the signs and symptoms of hypoglycaemia?			
How would you treat a casualty who is experiencing a hypoglycaemia attack?			
How would you treat a small cut or graze?			
How would you treat a small bruise?			
How would you treat a minor burn or scald?			
How would you treat a small splinter?			
<b>Was the candidate competent? (Circle as appropriate)</b>		<b>Yes</b>	<b>No</b>
<b>Assessor's name</b>			
<b>Internal Verifier's name</b>			
<b>Assessor's signature</b>		<b>Date:</b>	
<b>Internal Verifier's signature</b>			

## CPD Observation of Trainer/Assessor Skills

<b>Internal Verifier's name</b>	<b>Trainer/Assessor Name(s)</b>

<b>Action</b>	<b>Feedback on performance</b>
Evidence of planning and delivery of course	
Were learning materials effective for needs of the group?	
Evidence of adapting learning to needs of group	
Were the assessment methods appropriate to meet criteria?	
Were the assessment decisions valid?	
Was the feedback to the candidate appropriate?	
Were assessment decisions recorded appropriately?	
<b>Was the candidate competent? (Circle as appropriate)      Yes      No</b>	
<b>Internal Verifier's name</b>	
<b>Internal Verifier's signature</b>	