

# SIAS Qualification Guide

## SIAS Level 3 Award in First Aid at Work

Qualification Number: 610/5634/0

Operational Start Date: 1<sup>st</sup> May 2025

## Contents

|   |    |
|---|----|
| Version History.....  | 4  |
| Introduction .....  | 5  |
| Welcome to SIAS.....  | 5  |
| Feedback .....  | 5  |
| About this Guide .....  | 5  |
| Centre Recognition and Qualification Approval .....                 | 5  |
| About this Qualification .....                                      | 6  |
| Key Facts .....   | 6  |
| Qualification Objective .....                                       | 6  |
| Entry Requirements .....  | 6  |
| Recognition of Prior Learning .....                                 | 6  |
| Qualification Structure.....  | 7  |
| Total Qualification Time (TQT) and Guided Learning Hours (GLH)..... | 7  |
| Grading.....  | 8  |
| Requalification .....   | 8  |
| Delivery and Assessment .....                                       | 8  |
| Geographical Coverage.....  | 8  |
| Use of Language.....  | 8  |
| Progression Opportunities .....                                     | 8  |
| Delivery Guidance .....   | 8  |
| Blended Learning .....  | 9  |
| Assessment Guidance .....   | 10 |
| ID requirements .....   | 11 |
| Standardisation.....  | 12 |
| Centre Requirements.....  | 13 |
| Training Venue and Equipment Requirements.....                      | 14 |
| Tutor/Trainer requirements .....                                    | 15 |
| Assessor Requirements.....  | 15 |
| Internal Quality Assurance Requirements.....                        | 16 |
| Continuing Professional Development (CPD) .....                     | 16 |
| Countersigning Strategy.....  | 16 |
| Quality Assurance Guidance .....                                    | 16 |
| External Quality Assurance .....                                    | 17 |
| Equality and Diversity .....  | 17 |
| Reasonable Adjustments .....  | 17 |
|   | 2  |

|  |    |
|--|----|
| Health and Safety.....   | 17 |
| Qualification Content.....   | 19 |
| Unit 1: Emergency First Aid in the Workplace.....                              | 19 |
| Unit 2: Recognition and Management of Illness and Injury in the Workplace..... | 28 |
| Resources.....   | 39 |
| Appendix 1.....  | 40 |
| Appendix 2.....  | 41 |
| Appendix 3.....  | 43 |
| Appendix 4.....  | 44 |
| Further Information.....   | 46 |

## Version History

This is a live document and as such will be updated when required. It is the responsibility of the approved centre to ensure the most up-to-date version of the Centre Qualification Guide is in use.

| Version | Date       | Comments        |
|---------|------------|-----------------|
| 1.0     | 25/04/2025 | First published |

## Introduction

### Welcome to SIAS

SIAS is an Awarding Organisation regulated in England by the Office of Qualifications and Examinations Regulation (Ofqual) and in Northern Ireland by the Council for Curriculum, Examination and Assessment Regulation (CCEA Regulation).

We exist to drive positive change, and across STEM industries globally, we empower learners to achieve their full potential.

As the leading Awarding Organisation for the technical science, manufacturing, engineering and low carbon sectors, we are disrupting through innovative and collaborative approaches.

Our mission is to deliver transformational experiences and solutions that support the skills agenda.

### Feedback

Customer experience and feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services. If you have any comments or feedback on our services or products, please contact our team at [info@siasuk.com](mailto:info@siasuk.com) or call us on 01925 515211.

### About this Guide

This document has been developed to provide guidance for learners and centres undertaking, delivering or quality assuring this qualification.

### Centre Recognition and Qualification Approval

To deliver this qualification, the centre must be recognised by SIAS.

Recognised centres must apply for approval for each qualification they intend to offer. Qualification approval must be obtained prior to conducting any learner assessments.

For details of our centre recognition and qualification approval process, visit our website or contact us at [info@siasuk.com](mailto:info@siasuk.com).

## About this Qualification

### Key Facts

|                                       |   |
|---------------------------------------|---|
| <b>Qualification Title</b>            | SIAS Level 3 Award in First Aid at Work                 |
| <b>Qualification Number</b>           | 610/5634/0  |
| <b>Credit Value</b>                   | 2   |
| <b>Guided Learning Hours (GLH)</b>    | 18  |
| <b>Total Qualification Time (TQT)</b> | 22  |
| <b>Assessment Methods</b>             | Practical Assessment and Multiple-Choice Question Exams |
| <b>Operational Start Date</b>         | 1 <sup>st</sup> May 2025                                |
| <b>Review Date</b>                    | 30 <sup>th</sup> April 2028                             |
| <b>Operational End Date</b>           | -   |
| <b>Certification End Date</b>         | -   |
| <b>Regulation</b>                     | This qualification is regulated by Ofqual               |

### Qualification Objective

The SIAS Level 3 Award in First Aid at Work is designed to equip learners with the skills and knowledge required to become first aiders in the workplace. It meets the requirements of the Health and Safety Executive (HSE) and the Health and Safety Executive Northern Ireland (HSENI) First Aid Regulations, supporting organisations that, through their first aid needs assessments, have identified the need for staff to be trained to this level.

The qualification covers essential first aid knowledge, including the roles and responsibilities of a first aider, incident assessment, and recognising signs and symptoms of injury and illness. It also includes practical first aid skills such as cardiopulmonary resuscitation (CPR), using an automated external defibrillator (AED), and assisting casualties with major injuries and illnesses, including chest and spinal injuries, anaphylaxis, and the use of auto-injectors. The units in this qualification have been developed by the First Aid Awarding Organisation Forum.

In accordance with HSE and HSENI guidance, this qualification is valid for a period of 3 years from the date of the award.

### Entry Requirements

This qualification is available for learners aged 16+.

There are no formal entry requirements for the SIAS Level 3 Award in First Aid at Work. However, learners should have a basic understanding of English and mathematics. Centres should also ensure learners are able to complete this qualification, for example, through completing an initial assessment to ensure they can work at the appropriate level.

### Recognition of Prior Learning

Recognition of Prior Learning (RPL) is the process of recognising previous, informal or experiential learning which could contribute to a qualification or unit.

The unit Emergency First Aid in the Workplace is also found within the Level 3 Award in First Aid at Work.

Learners may transfer their achievement of the Level 3 Award in Emergency First Aid to the Level 3 Award in First Aid at Work, provided both are achieved within a 10-week period.

The qualification validity period of 3 years will begin from the date of achievement of the final unit.

### Qualification Structure

To be awarded the SIAS Level 3 Award in First Aid at Work learners must achieve the following:

- All mandatory units contained in the table below.

| Ofqual Unit Reference | Unit title   | Level | Credit   | GLH       | TQT       |
|-----------------------|--|-------|----------|-----------|-----------|
| H/651/5897            | Emergency First Aid in the Workplace   | 3     | 1        | 6         | 7         |
| K/651/5899            | Recognition and Management of Illness, Injuries and Emergencies in the Workplace | 3     | 1        | 12        | 15        |
| <b>TOTAL</b>          |  |       | <b>2</b> | <b>18</b> | <b>22</b> |

### Total Qualification Time (TQT) and Guided Learning Hours (GLH)

Note: Values for Total Qualification Time, including Guided Learning Hours, are calculated by considering the different activities that learners would typically complete to achieve and demonstrate the learning outcomes of a qualification. They do not include activities which are required by a learner’s teacher based on the requirements of an individual learner and/or cohort. Individual learners’ requirements and individual teaching styles mean there will be variation in the actual time taken to complete a qualification. Values for Total Qualification Time, including Guided Learning, are estimates.

Some examples of activities which can contribute to Total Qualification Time include:

- independent and unsupervised research/learning
- unsupervised compilation of a portfolio of work experience
- unsupervised e-learning
- unsupervised e-assessment
- unsupervised coursework
- watching a pre-recorded podcast or webinar
- unsupervised work-based learning
- all guided learning.

Some examples of activities which can contribute to Guided Learning include:

- classroom-based learning supervised by a teacher
- work-based learning supervised by a teacher
- live webinar or telephone tutorial with a teacher in real time
- e-learning supervised by a teacher in real time
- all forms of assessment which take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training, including where the assessment is competence-based and may be turned into a learning opportunity.

### Grading

This qualification is assessed as a pass/fail.

### Requalification

Learners who have previously attained the First Aid at Work qualification should re-qualify by undertaking the full qualification again. Providing the learner's First Aid at Work certificate has not expired by more than 1 calendar month (e.g. expired on the 5<sup>th</sup>, started course on or before 4<sup>th</sup> of the following month), the contact hours may be reduced to 12 hours over 2 days. Learners must be assessed against all learning outcomes and assessment criteria in the units. To attend the shorter requalification course, learners should provide evidence of their previous First Aid at Work qualification.

Centres and employers should be aware that if a workplace first aider's certificate expires, they will not be accepted as a first aider for the purposes of the First Aid at Work Regulations until they have re-taken the qualification.

## Delivery and Assessment

### Geographical Coverage

This qualification is regulated in England.

### Use of Language

All learners must be assessed in English.

### Progression Opportunities

Successful completion of this qualification provides various pathways for advancing into other first aid certifications.

### Delivery Guidance

Centres must comply with the conditions outlined in the FAAOF Delivery Standards for Regulated First Aid Qualifications (<https://faaof.org/delivery-standards>).

| SIAS Level 3 Award in First Aid at Work |                           |                            |                              |                                    |                                   |                               |
|---|---------------------------|----------------------------|------------------------------|------------------------------------|-----------------------------------|-------------------------------|
| Minimum Contact Hours <sup>1</sup>      | Minimum Days <sup>2</sup> | Maximum Weeks <sup>3</sup> | Minimum Session <sup>4</sup> | Learner/Trainer Ratio <sup>5</sup> | Certificate Validity <sup>6</sup> | Annual Refresher <sup>7</sup> |
| 18                                      | 3                         | 10                         | 2 hours                      | 12:1                               | 3 years                           | Yes                           |

| SIAS Level 3 Award in First Aid at Work (Re-qualification) |                           |                            |                              |                                    |                                   |                               |
|--|---------------------------|----------------------------|------------------------------|------------------------------------|-----------------------------------|-------------------------------|
| Minimum Contact Hours <sup>1</sup>                         | Minimum Days <sup>2</sup> | Maximum Weeks <sup>3</sup> | Minimum Session <sup>4</sup> | Learner/Trainer Ratio <sup>5</sup> | Certificate Validity <sup>6</sup> | Annual Refresher <sup>7</sup> |
| 12   | 2                         | 7                          | 2 hours                      | 12:1                               | 3 years                           | Yes                           |

1. Time set aside for direct classroom teaching and assessing excluding breaks.
2. Minimum number of days over which the training should be delivered.
3. Maximum number of weeks over which the qualification can be attained. Special considerations may be taken into account to increase this duration if necessary.
4. Minimum duration of any one training session.
5. Maximum number of learners per Trainer or learners per Assessor at any one time.
6. Validity period of certificate to be calculated from the date of achievement of the final unit.
7. Annual refreshers are recommended.

## Blended Learning

Blended learning is permitted under the following circumstances **only** as specified in the FAAOF Blended Learning in First Aid Quality Assurance Standards.

(<https://faaof.org/blended-learning>).

1. The time taken to complete the first aid course should not be reduced. There may be a benefit in flexibility, but blended learning should not reduce the overall time required to take the course.
2. The employer should provide paid time for the employee to undertake the training. The employee should not be required to take the distance-learning element of the course in their 'own' time.
3. Following completion of the distance element of learning, the learner must be assessed by a suitably qualified First Aid Assessor (who has qualifications and experience as described in the Assessment Principles for Regulated First Aid Qualifications document or HSE's GEIS3). The First Aid assessor must be satisfied that all the assessment criteria for the learning outcomes delivered via distance learning have been met. Auditable evidence should be generated. It is the training provider's responsibility to confirm the identity of the learner and the authenticity of the evidence.
4. The assessment should be quality assured following national occupational standards (NOS).

5. A minimum face-to-face learning duration is as follows:

| Course                           | Total course minimum hours duration | Minimum face-to-face learning hours |
|----------------------------------|-------------------------------------|-------------------------------------|
| First Aid at Work                | 18                                  | 12                                  |
| First Aid at Work (Requalifying) | 12                                  | 6                                   |

6. The general practical elements of the training course are the learning outcomes that should be delivered and assessed face to face.

### Definitions:

Distance learning: e-learning or virtual classroom learning.

Face to face: in the same room (not via the internet).

### Assessment Guidance

All SIAS assessments will be accessible and produce results that are valid, reliable, transparent and fair.

The SIAS Level 3 Award in First Aid at Work is assessed by:

- practical assessment
- multiple-choice question examinations which are externally set and internally marked.

The SIAS Level 3 Award in First Aid at Work contains 2 mandatory knowledge units.

To achieve the qualification, learners must successfully pass all assessments.

| Unit Title  | Assessment Method                    | Set by | Marked by       |
|---|--------------------------------------|--------|-----------------|
| Emergency First Aid in the Workplace                              | Practical Assessment                 | SIAS   | Training Centre |
| Emergency First Aid in the Workplace                              | Multiple-Choice Question Examination | SIAS   | Training Centre |
| Recognition and Management of Illness and Injury in the Workplace | Practical Assessment                 | SIAS   | Training Centre |
| Recognition and Management of Illness and Injury in the Workplace | Multiple-Choice Question Examination | SIAS   | Training Centre |

Centres should have systems in place to verify a learner is ready to undertake their assessment.

Centres must ensure that no part of the assessment of a learner including internal quality assurance and invigilation, is conducted by anyone with a personal interest in the assessment outcome.

Documentation to support the qualification assessment process can be accessed from the SIAS Pinnacle system.

### **Multiple-Choice Question Examinations**

The multiple-choice question examinations are paper-based. For any queries, please contact us at [info@siasuk.com](mailto:info@siasuk.com).

The examinations must be undertaken in controlled conditions. This means:

- learners must complete the assessment unaided
- books and other training aids must not be accessed by the learners

The multiple-choice question examination papers are marked by the centre using the mark scheme provided by SIAS and will be subject to external moderation as part of SIAS external quality assurance procedures.

To successfully pass each exam, candidates must achieve a minimum score of 70%, please see appendix 5 for further information.

If a learner fails the multiple-choice question examination, further oral questioning is permitted. In this instance, the assessor must document the question and the learner's response within the **SIAS Level 3 Award in First Aid at Work Further Questioning Log**. This document must be returned to SIAS along with the learners' multiple-choice question examination paper.

All assessment evidence must be retained for a minimum of 3 years for audit purposes.

### **Practical Assessment**

Practical skills can be assessed during or after delivery. The assessor must record the learner's practical skills in the **SIAS Level 3 Award in First Aid at Work Practical Assessment Matrix**.

Centres are responsible for ensuring assessment decisions are valid and reliable. All assessment evidence for the centre assessed units must be retained for a minimum of 3 years for audit purposes and be available to the External Quality Assurer (EQA) upon request.

#### **ID requirements**

It is the responsibility of the centre to have systems in place to ensure that the person taking an assessment is the person they are claiming to be. All centres are therefore required to ensure that each learner's identification is checked before they undertake the assessment.

SIAS recommends the following as proof of a learner's identity:

- a valid passport (any nationality)
- a signed UK photocard driving licence
- another photographic ID card, e.g. employee ID card, student ID card, travel card etc.

## Standardisation

The purpose of standardisation is to ensure consistency and fairness in the delivery of training and assessment.

SIAS expects centres to plan and undertake standardisation activities at least twice a year for each qualification/qualification suite being offered. Sessions should be attended by trainers/tutors, assessors and internal quality assurers. The activities and discussions that take place at these sessions should ensure the following:

- consistency of assessment decisions across assessors
- alignment in the interpretation of the requirements of the qualification in terms of the assessment methods and criteria
- sharing of best practice
- sharing of any updates or changes related to the qualification.

External standardisation sessions are carried out by SIAS and may be attended by a number of SIAS approved centres. These events help ensure the consistency of assessment and certification for learners across the SIAS centre network.

Centres may be asked to contribute anonymised samples of learner(s)' work or examples of assessment materials as resources to support the session.

Centres are strongly encouraged to attend any SIAS standardisation sessions. If, during Centre Monitoring activities, SIAS have identified any causes for concern regarding the Centre's assessment practices and decisions it may be mandated to attend an external standardisation session.

## Centre Requirements

All SIAS centres must be approved by SIAS to deliver the qualification(s) they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualification(s). Further information can be found in the SIAS Centre Handbook.

When a centre applies to offer a qualification, they will need to provide evidence that they have sufficient resources and infrastructure in place for delivery of that qualification:

- evidence of trainer, assessor and Internal Quality Assurance (IQA) competence and knowledge
- details of available resources

Centres are responsible for ensuring that their assessors and internal quality assurance staff are:

- occupationally competent and/or knowledgeable in the role they are carrying out
- have current experience of assessing or internal quality assuring as appropriate to the role they are carrying out
- have access to appropriate training and support
- are independent

Information regarding the induction and continuing professional development must be made available to SIAS by centres through the external quality assurance process.

## Training Venue and Equipment Requirements

To effectively deliver and assess this qualification, centres must have the following resources in place:

| Item(s)                         | Details   |
|---------------------------------|---|
| Resuscitation manikins          | Should be provided at a minimum ratio of 1 manikin per 4 learners.  |
| Hygiene                         | Sufficient procedures must be in place to ensure hygiene during the use of resuscitation manikins and other training equipment.   |
| AV Equipment and training aides | Sufficient audio-visual equipment and training aids should be available to facilitate learning using varying teaching methods.  |
| Learning materials              | Learners should be provided with clear and accurate reference books/handouts covering the topics included in the qualification.<br>Learners should have access to these reference materials for the validity of their certification.  |
| AED trainers                    | For qualifications that include training in the use of an AED, at least one AED should be available per 4 learners. Where fewer AED trainers are provided, learning hours/lesson plans should be adjusted accordingly to ensure learners are not disadvantaged.                 |
| Bandages and dressings          | Sufficient clean bandages, dressings and other items commonly found in a first aid kit must be available to facilitate training and assessment.   |
| Training venue                  | The training venue must meet acceptable health and safety standards and be conducive to learning with sufficient: Size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise. |

## Tutor/Trainer requirements

Both tutor and assessor roles may be performed by the same person providing that the qualification requirements for both roles are met.

Those involved in the training of these qualifications must have knowledge and competency in first aid as well as knowledge and competency to train based on qualifications and experience. For the SIAS Level 3 Award in First Aid at Work trainers are required to demonstrate they have:

- I. Occupational knowledge and competence in first aid – evidenced by:
  - Holding a first aid at work qualification/medical registration as detailed in Appendix 1.
- II. Knowledge and competency in teaching/training first aid – evidenced by:
  - Holding an acceptable teaching/training qualification as detailed in Appendix 2.AND either
  - Providing an acceptable log of teaching first aid within the last 3 years.OR
  - Providing an acceptable record of competently teaching theoretical and practical first aid sessions under the supervision of a suitably qualified trainer/assessor.

Please refer to the appendices for further information.

## Assessor Requirements

Both tutor and assessor roles may be performed by the same person providing that the qualification requirements for both roles are met.

Assessors must be able to make valid, reliable and fair assessment decisions.

Those involved in the assessment of these qualifications must have knowledge and competency in first aid as well as knowledge and competency to assess based on qualifications and experience. For the SIAS Level 3 Award in First Aid at Work assessors are required to demonstrate they have:

- I. Occupational knowledge and competence in first aid – evidenced by:
  - Holding a first aid at work qualification/medical registration as detailed in Appendix 1.
- II. Knowledge and competency in assessing – evidenced by:
  - Holding an acceptable assessing/CPD training as detailed in Appendix 2.AND either
  - Providing an acceptable log of first aid assessments conducted within the last 3 years.OR
  - Providing an acceptable record of competently assessing theoretical and practical first aid qualifications under the supervision of a suitably qualified assessor.

Please refer to the appendices for further information.

### Internal Quality Assurance Requirements

All SIAS qualifications require centres to have in place a robust mechanism for the quality assurance of training delivery and invigilated assessment arrangements.

For the SIAS Level 3 Award in First Aid at Work IQAs are required to demonstrate they have:

- I. Occupational knowledge and competence in first aid – evidenced by:
  - Holding a first aid at work qualification/medical registration as detailed in Appendix 1.
- II. Knowledge and competency in assessing – evidenced by:
  - Holding an acceptable internal quality assurance qualification/CPD training as detailed in Appendix 3.

Internal quality assurers must:

- Have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place.
- Have knowledge and understanding of the role of assessors.
- Visit and observe assessments.
- Carry out other related internal quality assurance.

Please refer to the appendices for further information.

### Continuing Professional Development (CPD)

Centres are expected to support their staff, ensuring that their subject knowledge remains current and is up to date with best practice in delivery, assessment and quality assurance.

### Countersigning Strategy

Centres must have a properly qualified workforce; however, it is recognised that new staff members may be in the process of achieving these qualifications. In the interim, centres are required to establish a strong countersigning strategy to support and verify the decisions made by unqualified personnel in assessment or quality assurance roles until they fulfil the necessary qualifications.

Trainee assessors and Internal Quality Assurers (IQAs) working towards their qualifications should be assigned a mentor within the centre who holds the relevant credentials. This mentor is responsible for validating and assuring the decisions made by the trainee. Trainee assessors and IQAs should complete an assessor/IQA qualification within 12 months, through a regulated Awarding Organisation. This will be checked during Centre Monitoring visits.

### Quality Assurance Guidance

All SIAS qualifications require centres to have in place a robust mechanism for the quality assurance of training delivery and invigilated assessment arrangements.

## External Quality Assurance

External quality assurance will be undertaken by SIAS. Centres will be required to provide documentation and other evidence to support this process upon request. Please refer to our Centre Handbook for further details.

Those involved in external quality assurance of these qualifications (EQAs) must have knowledge and competency in first aid as well as knowledge and competency in external quality assurance.

For the SIAS Level 3 Award in First Aid at Work EQAs are required to demonstrate they have:

- I. Occupational knowledge and competence in first aid – evidenced by:
  - Holding a first aid at work qualification/medical registration as detailed in Appendix 1.
- II. Knowledge and competency in assessing – evidenced by:
  - Holding an acceptable external quality assurance qualification/CPD training as detailed in Appendix 4.

External quality assurers must:

- Have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place.
- Have knowledge and understanding of the role of assessors and IQAs.

## Equality and Diversity

Delivery of any SIAS qualifications must comply with equality and diversity legislation. Learners should not experience any barriers to achievement in respect of: -

- Age
- Disability
- Gender
- Gender reassignment
- Marriage and civil partnerships
- Pregnancy and maternity
- Race
- Religion and belief
- Sexual orientation

## Reasonable Adjustments

All learners must be treated fairly and equally and be provided with every opportunity to achieve our qualification(s). For more information or guidance, please refer to the SIAS Reasonable Adjustments Policy available on our website.

## Health and Safety

SIAS are committed to ensuring the safety and wellbeing of learners. Due to the nature of some of the sectors SIAS work in, there can be a high level of risk which we expect centres

to manage effectively. Centres must take appropriate measures to assess and manage these risks and implement procedures so that qualifications are delivered safely, minimizing risks to learners and those involved in the assessment process as much as possible. Working environments must comply with all required health and safety standards.

## Qualification Content

### Unit 1: Emergency First Aid in the Workplace

|   |   |  |   |
|---|---|--|---|
| <b>Unit Reference</b>   | H/651/5897  |  |   |
| <b>Level</b>  | 3   |  |   |
| <b>Credit Value</b>   | 1   |  |   |
| <b>GLH</b>  | 6   |  |   |
| <b>Learning Outcomes</b><br><i>The learner will:</i>          | <b>Assessment Criteria</b><br><i>The learner can:</i> |  | <b>Indicative Content/Guidance*</b>   |
| 1. Understand the role and responsibilities of a first aider. | 1.1   | Identify the role and responsibilities of a first aider.           | <p>Identification of the roles and responsibilities of a first aider may include:</p> <ul style="list-style-type: none"> <li>• Preventing cross infection</li> <li>• Recording incidents and actions</li> <li>• Safe use of available equipment</li> <li>• Assessing an incident</li> <li>• Summoning appropriate assistance</li> <li>• Prioritising treatment</li> <li>• Dealing with post incident stress.</li> </ul> |
|   | 1.2   | Identify how to minimise the risk of infection to self and others. | <p>Minimising the risk of infection may include:</p> <ul style="list-style-type: none"> <li>• Personal Protective Equipment (<i>PPE</i>)</li> <li>• Hand hygiene</li> <li>• Disposal of contaminated waste</li> <li>• Using appropriate dressings</li> <li>• Barrier devices during rescue breaths</li> <li>• Covering own cuts.</li> </ul>   |

|  |     |   |  |
|--|-----|---|--|
|  |     |   | Others may include casualties, work colleagues or people within the workplace environment.   |
|  | 1.3 | Identify the need for consent to provide first aid.               | Identifying the need to gain consent may include: <ul style="list-style-type: none"> <li>• Gaining consent</li> <li>• Implied consent.</li> </ul>  |
| 2. Be able to assess an emergency situation safely.          | 2.1 | Conduct a scene survey.   | Conducting a scene survey may include: <ul style="list-style-type: none"> <li>• Checking for further danger</li> <li>• Identifying the number of casualties</li> <li>• Evaluating what happened</li> <li>• Prioritising treatment</li> <li>• Delegating tasks.</li> </ul>              |
|  | 2.2 | Conduct a primary survey of a casualty.                           | The primary survey sequence may include: <ul style="list-style-type: none"> <li>• Danger</li> <li>• Response</li> <li>• Airway</li> <li>• Breathing</li> <li>• Circulation.</li> </ul>   |
|  | 2.3 | Summon appropriate assistance when necessary.                     | Summoning appropriate assistance may include: <ul style="list-style-type: none"> <li>• Shouting for help</li> <li>• Calling 999/112 via speakerphone or bystander</li> <li>• Leaving the casualty to call 999/112</li> <li>• Calling an NHS emergency helpline such as 111.</li> </ul> |
| 3. Be able to provide first aid to an unresponsive casualty. | 3.1 | Identify when to administer Cardio Pulmonary Resuscitation (CPR). | Identifying when to administer CPR must include: <ul style="list-style-type: none"> <li>• When the casualty is unresponsive and:</li> </ul>  |

|  |     |   |  |
|--|-----|---|--|
|  |     |   | <ul style="list-style-type: none"> <li>○ Not breathing</li> <li>○ Not breathing normally/agonal breathing.</li> </ul>  |
|  | 3.2 | Demonstrate adult CPR using a manikin.                        | <p>Demonstrating CPR must include:</p> <ul style="list-style-type: none"> <li>• 30 chest compressions                             <ul style="list-style-type: none"> <li>○ Correct hand positioning</li> <li>○ 5-6cm compression depth</li> <li>○ 100-120 per minute</li> </ul> </li> <li>• 2 rescue breaths                             <ul style="list-style-type: none"> <li>○ Correct rescue breath positioning</li> <li>○ Blowing steadily into mouth (<i>about 1 sec to make chest rise</i>)</li> <li>○ Taking no longer than 10 seconds to deliver 2 breaths</li> </ul> </li> <li>• AED (<i>Defibrillator</i>)                             <ul style="list-style-type: none"> <li>○ Correct placement of AED pads</li> <li>○ Following AED instructions</li> </ul> </li> </ul> <p>CPR – minimum demonstration time of 2 minutes at floor level.</p> <p>May additionally include use of rescue breath barrier devices.</p> |
|  | 3.3 | Identify when to place a casualty into the recovery position. | <p>Identifying when to place the casualty into the recovery position should include when the casualty has lowered levels of response and:</p>  |

|  |     |  |   |
|--|-----|--|---|
|  |     |  | <ul style="list-style-type: none"> <li>• Does not need CPR</li> <li>• Is breathing normally</li> <li>• Is uninjured.</li> </ul> <p>An injured casualty may be placed in the recovery position if the airway is at risk (<i>e.g. fluids in the airway or you need to leave the casualty to get help</i>).</p>  |
|  | 3.4 | Demonstrate how to place a casualty into the recovery position.                                | <p>Placing a casualty into the recovery position may include:</p> <ul style="list-style-type: none"> <li>• Placing in a position that maintains a stable, open, draining airway at floor level</li> <li>• Continually monitoring airway and breathing</li> <li>• Turning the casualty onto the opposite side every 30 minutes</li> <li>• Placing heavily pregnant casualty on their left side.</li> </ul> |
|  | 3.5 | Demonstrate continual monitoring of breathing whilst the casualty is in the recovery position. | <p>Continually monitoring airway and breathing includes:</p> <ul style="list-style-type: none"> <li>• Continual checking for normal breathing to ensure that cardiac arrest can be identified immediately.</li> </ul>   |
|  | 3.6 | Identify how to administer first aid to a casualty who is experiencing a seizure.              | <p>Administering first aid to a casualty having a generalised seizure may include:</p> <ul style="list-style-type: none"> <li>• Keeping the casualty safe (<i>removing dangers</i>)</li> </ul>  |

|   |     |   |   |
|---|-----|---|---|
|   |     |   | <ul style="list-style-type: none"> <li>• Noting the time and duration of the seizure</li> <li>• Opening airway and checking breathing post seizure</li> <li>• Determining when to call 999/112.</li> </ul>  |
| 4. Be able to provide first aid to a casualty who is choking. | 4.1 | Identify when a casualty is choking.                                  | <p>Identifying mild choking may include recognising the casualty is able to:</p> <ul style="list-style-type: none"> <li>• Speak</li> <li>• Cough</li> <li>• Breathe.</li> </ul> <p>Identifying severe choking may include recognising the casualty is:</p> <ul style="list-style-type: none"> <li>• Unable to cough effectively</li> <li>• Unable to speak</li> <li>• Unable or struggling to breathe</li> <li>• In visible distress</li> <li>• Unconscious.</li> </ul> |
|   | 4.2 | Demonstrate how to administer first aid to a casualty who is choking. | <p>Administering first aid for choking should include the following:</p> <ul style="list-style-type: none"> <li>• Encouraging to cough</li> <li>• Up to 5 back blows</li> <li>• Up to 5 abdominal thrusts</li> <li>• Calling 999/112 when required</li> <li>• CPR if unconscious.</li> </ul> <p>Demonstration must be simulated using a training device – not another learner.</p>  |
| 5. Be able to provide first aid to a                          | 5.1 | Identify whether external bleeding is life-threatening.               | Identifying the severity of arterial bleeding may   |

|   |            |  |   |
|---|------------|--|---|
| <p>casualty with external bleeding.</p> |            |  | <p>include recognising the blood:</p> <ul style="list-style-type: none"> <li>• Is under pressure</li> <li>• spurts in time with the heartbeat.</li> </ul> <p><b>Recognition that arterial bleeding is a life-threatening emergency.</b></p> <p>Identifying the severity of venous bleeding may include recognising the blood:</p> <ul style="list-style-type: none"> <li>• Volume in veins is comparable to arteries</li> <li>• Flows profusely from the wound.</li> </ul> <p><b>Recognition that venous bleeding is a life-threatening emergency.</b></p> <p>For context - identifying capillary bleeding may include recognising that blood trickles from the wound. Capillary bleeding is <b>not</b> a life-threatening emergency.</p> |
|   | <p>5.2</p> | <p>Demonstrate how to administer first aid to a casualty with external bleeding.</p> | <p>Administering first aid for external bleeding may include:</p> <ul style="list-style-type: none"> <li>• Maintaining aseptic technique</li> <li>• Siting or laying the casualty</li> <li>• Examining the wound</li> <li>• Applying direct pressure onto (<i>or into</i>) the wound</li> <li>• Dressing the wound.</li> </ul>  |

|   |     |   |  |
|---|-----|---|--|
|   |     |   | <p>Life-threatening bleeding treatment may include:</p> <ul style="list-style-type: none"> <li>• Wound packing</li> <li>• Tourniquet application</li> <li>• Improvised tourniquet application.</li> </ul>  |
| 6. Know how to provide first aid to a casualty who is suffering from shock. | 6.1 | Recognise when a casualty is suffering from shock.  | <p>Shock: hypovolaemic shock (<i>resulting from blood loss</i>)</p> <p>Hypovolaemic shock recognition may include:</p> <ul style="list-style-type: none"> <li>• Pale, clammy skin</li> <li>• Fast, shallow breathing</li> <li>• Rise in pulse rate</li> <li>• Cyanosis</li> <li>• Dizziness/passing out when sitting or standing upright.</li> </ul> |
|   | 6.2 | Identify how to administer first aid to a casualty who is suffering from shock.   | <p>Administering first aid for hypovolaemic shock may include:</p> <ul style="list-style-type: none"> <li>• Treating the cause</li> <li>• Casualty positioning</li> <li>• Keeping the casualty warm</li> <li>• Calling 999/112.</li> </ul>   |
| 7. Know how to provide first aid to a casualty with minor injuries.         | 7.1 | <p>Identify how to administer first aid to a casualty with:</p> <ul style="list-style-type: none"> <li>• Small cuts</li> <li>• Grazes</li> <li>• Bruises</li> <li>• Small splinters</li> <li>• Nosebleeds.</li> </ul> | <p>Administering first aid for small cuts and grazes may include:</p> <ul style="list-style-type: none"> <li>• Irrigation</li> <li>• Dressing.</li> </ul> <p>Administering first aid for bruises may include:</p> <ul style="list-style-type: none"> <li>• Cold compress for 10 minutes.</li> </ul>  |

|  |     |   |   |
|--|-----|---|---|
|  |     |   | <p>Small splinter removal may include the following steps:</p> <ul style="list-style-type: none"> <li>• Cleaning of area</li> <li>• Remove with tweezers</li> <li>• Dress.</li> </ul> <p>Administering first aid for a nosebleed may include:</p> <ul style="list-style-type: none"> <li>• Sitting the casualty down, head tipped forwards</li> <li>• Pinching the soft part of the nose</li> <li>• Telling the casualty to breathe through their mouth.</li> </ul> |
|  | 7.2 | Identify how to administer first aid to a casualty with minor burns and scalds. | <p>Administering first aid for minor burns and scalds may include:</p> <ul style="list-style-type: none"> <li>• Cooling for 20 minutes</li> <li>• Removing jewellery and loose clothing</li> <li>• Covering the burn</li> <li>• Determining when to seek advice.</li> </ul>   |

**Additional information about the Unit**

|  |  |
|--|--|
| <b>*Indicative content</b>   | The purpose of the indicative content in this unit is to provide an indication of the context behind each assessment criteria. This is not intended to be exhaustive or set any absolute boundaries. |
| <b>Unit purpose and aims</b>   | Purpose of the unit is for the learner to attain knowledge and practical competences required to deal with a range of workplace first aid situations.  |
| <b>Details of the relationship between the unit and relevant NOS or other professional standards or curricula (if appropriate)</b> | First Aid at Work Health and Safety (First Aid) Regulations 1981 <i>Guidance on Regulations (L74)</i><br>Resuscitation Council (UK) Guidelines   |
| <b>Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)</b>                               | Unit should be delivered, assessed and quality assured in accordance with the <i>FAAOF Assessment Principles for Regulated First Aid Qualifications</i> .  |

|  |   |
|--|---|
| <b>Support for the unit from a SSC or other appropriate body</b> | Health and Safety Executive   |
| <b>Simulation</b>  | Simulation is permitted in this unit. The following ACs must be assessed by practical demonstration: 3.2, 3.4, 3.5, 4.2, 5.2. |

## Unit 2: Recognition and Management of Illness and Injury in the Workplace

|   |   |   |   |
|---|---|---|---|
| <b>Unit Reference</b>   | K/651/5899  |   |   |
| <b>Level</b>  | 3   |   |   |
| <b>Credit Value</b>   | 1   |   |   |
| <b>GLH</b>  | 12  |   |   |
| <b>Learning Outcomes</b><br><i>The learner will:</i>  | <b>Assessment Criteria</b><br><i>The learner can:</i> |   | <b>Indicative Content/Guidance</b>  |
| 1. Be able to conduct a secondary survey.   | 1.1   | Identify the information to be collected when gathering a casualty history.   | Information to be collected when gathering a casualty history may include: <ul style="list-style-type: none"> <li>• Signs and symptoms</li> <li>• Event history</li> <li>• Allergies</li> <li>• Past medical history</li> <li>• Last meal</li> <li>• Medication.</li> </ul>   |
|   | 1.2   | Demonstrate how to conduct a head to toe survey.  | Performing a systematic check of the casualty may include: <ul style="list-style-type: none"> <li>• Head and neck</li> <li>• Shoulders and chest</li> <li>• Abdomen</li> <li>• Legs and arms.</li> </ul> <p>Head to toe survey: must be conducted on a casualty with a continually monitored or protected airway (e.g. a conscious casualty or a casualty placed in the recovery position).</p> |
| 2. Be able to provide first aid to a casualty with suspected injuries to bones, muscles and joints. | 2.1   | Recognise a suspected: <ul style="list-style-type: none"> <li>• Fracture or dislocation</li> <li>• Sprain or strain.</li> </ul> | Recognising fractures, dislocations, sprains and strains may include: <ul style="list-style-type: none"> <li>• Pain</li> <li>• Loss of power</li> </ul>   |

|  |     |   |   |
|--|-----|---|---|
|  |     |   | <ul style="list-style-type: none"> <li>• Unnatural movement</li> <li>• Swelling or bruising</li> <li>• Deformity</li> <li>• Irregularity</li> <li>• Crepitus</li> <li>• Tenderness.</li> </ul>  |
|  | 2.2 | <p>Identify how to administer first aid for a casualty with suspected:</p> <ul style="list-style-type: none"> <li>• Fracture or dislocation</li> <li>• Sprain or strain.</li> </ul> | <p>Administering first aid for fractures and dislocations may include:</p> <ul style="list-style-type: none"> <li>• Immobilising / keeping the injury still</li> <li>• Calling 999/112, or</li> <li>• Arranging transport to hospital.</li> </ul> <p>Administering first aid for sprains and strains may include:</p> <ul style="list-style-type: none"> <li>• Rest</li> <li>• Ice</li> <li>• Compression/comf ortable support</li> <li>• Elevation.</li> </ul> |
|  | 2.3 | <p>Demonstrate how to apply:</p> <ul style="list-style-type: none"> <li>• A support sling</li> <li>• An elevated sling.</li> </ul>  | <p>Demonstrating the application of a sling must include:</p> <ul style="list-style-type: none"> <li>• A support sling</li> <li>• An elevated sling.</li> </ul>   |
| 3. Be able to provide first aid to a casualty with suspected head and spinal injuries. | 3.1 | <p>Recognise a suspected:</p> <ul style="list-style-type: none"> <li>• Head injury</li> <li>• Spinal injury.</li> </ul>   | <p>Recognising concussion, compression and fractured skull may include:</p> <ul style="list-style-type: none"> <li>• Mechanism of injury</li> <li>• Signs and symptoms</li> <li>• Conscious levels.</li> </ul> <p>Recognising spinal injury may include:</p> <ul style="list-style-type: none"> <li>• Mechanism of injury</li> </ul>  |

|   |     |   |   |
|---|-----|---|---|
|   |     |   | <ul style="list-style-type: none"> <li>• Pain or tenderness in the neck or back</li> </ul> <p>Head injury: includes concussion, compression and skull fracture. The learner is not expected to differentiate between these conditions.</p>  |
|   | 3.2 | Identify how to administer first aid for a suspected head injury.   | <p>Administering first aid for a head injury may include:</p> <ul style="list-style-type: none"> <li>• Determining when to call 999/112</li> <li>• Maintaining airway and breathing</li> <li>• Monitoring response levels</li> <li>• Dealing with fluid loss</li> </ul>   |
|   | 3.3 | Demonstrate how to administer first aid for a casualty with a suspected spinal injury.  | <p>Administering first aid for spinal injuries may include:</p> <ul style="list-style-type: none"> <li>• Calling 999/112</li> <li>• Keeping the head and neck in-line.</li> </ul> <p>Safe method(s) of placing the casualty into a recovery position whilst protecting the spine (<i>if the airway is at risk</i>).</p>   |
| 4. Know how to provide first aid to a casualty with suspected chest injuries. | 4.1 | Identify how to administer first aid for suspected: <ul style="list-style-type: none"> <li>• Fractured ribs</li> <li>• Penetrating chest injury.</li> </ul> | <p>Administering first aid for suspected rib fracture may include:</p> <ul style="list-style-type: none"> <li>• Calling 999/112</li> <li>• Casualty positioning</li> <li>• Supporting the injury.</li> </ul> <p>Administering first aid for a penetrating chest injury may include:</p> <ul style="list-style-type: none"> <li>• Calling 999/112</li> <li>• Casualty positioning</li> </ul> |

|   |     |  |   |
|---|-----|--|---|
|   |     |  | <ul style="list-style-type: none"> <li>Controlling bleeding around the wound (<i>without covering the wound</i>)</li> <li>Leaving a sucking chest wound open to fresh air.</li> </ul>   |
| 5. Know how to provide first aid to a casualty with burns and scalds. | 5.1 | Identify how to recognise the severity of burns and scalds.  | <p>Recognising the severity of burns and scalds may include:</p> <ul style="list-style-type: none"> <li>Cause</li> <li>Age</li> <li>Burn/scald size</li> <li>Depth</li> <li>Location.</li> </ul>  |
|   | 5.2 | <p>Identify how to administer first aid for burns involving:</p> <ul style="list-style-type: none"> <li>Dry/wet heat</li> <li>Chemicals</li> <li>Electricity.</li> </ul> | <p>Administering first aid for dry/wet heat burns may include:</p> <ul style="list-style-type: none"> <li>Cooling the burn</li> <li>Removing jewellery and loose clothing</li> <li>Covering the burn</li> <li>Determining when to call 999/112.</li> </ul> <p>Administering first aid for chemical burns may include:</p> <ul style="list-style-type: none"> <li>Ensuring safety</li> <li>Brushing away dry/powder chemicals</li> <li>Irrigating with copious amounts of water (<i>unless contra-indicated</i>)</li> <li>Treating the face/eyes as priority.</li> </ul> <p>Administering first aid for electrical burns may include:</p> <ul style="list-style-type: none"> <li>Ensuring it is safe to approach/touch the casualty</li> </ul> |

|  |     |  |  |
|--|-----|--|--|
|  |     |  | <ul style="list-style-type: none"> <li>• Checking DRABC and treating accordingly</li> <li>• Cooling the burns.</li> </ul>  |
| 6. Know how to provide first aid to a casualty with an eye injury.       | 6.1 | <p>Identify how to administer first aid for eye injuries involving:</p> <ul style="list-style-type: none"> <li>• Dust</li> <li>• Chemicals</li> <li>• Embedded objects.</li> </ul> | <p>Administering first aid for dust in the eye may include:</p> <ul style="list-style-type: none"> <li>• Irrigation with clean water</li> <li>• Ensuring the water runs away from the good eye.</li> </ul> <p>Administering first aid for a chemical in the eye may include:</p> <ul style="list-style-type: none"> <li>• Irrigation with large volumes of clean water (unless contra-indicated due to the chemical involved)</li> <li>• Ensuring the water runs away from the good eye</li> <li>• Calling 999/112.</li> </ul> <p>Administering first aid for an embedded object in the eye may include:</p> <ul style="list-style-type: none"> <li>• Covering the injured eye</li> <li>• Ensuring the good eye is not used (<i>cover if needed</i>)</li> <li>• Calling 999/112 or arranging transport to hospital.</li> </ul> |
| 7. Know how to provide first aid to a casualty with suspected poisoning. | 7.1 | <p>Identify how poisonous substances can enter the body.</p>   | <p>Identification of the following routes a poison can enter the body may include:</p> <ul style="list-style-type: none"> <li>• Ingested (<i>swallowed</i>)</li> <li>• Inhalation (<i>breathed in</i>)</li> </ul>  |

|     |   |   |  |
|-----|---|---|--|
|     |   |   | <ul style="list-style-type: none"> <li>• Absorbed (<i>through the skin</i>)</li> <li>• Injected (<i>directly into skin tissue, muscles or blood vessels</i>).</li> </ul> |
| 7.2 | Identify how to administer first aid to a casualty with suspected sudden poisoning. | <p>Administering first aid for <b>corrosive</b> substances may include:</p> <ul style="list-style-type: none"> <li>• Ensuring your own safety</li> <li>• Substances on the skin – diluting and washing away with water</li> <li>• Swallowed substances – rinsing out the mouth then giving frequent sips of milk or water (<i>subject to sufficient levels of response</i>)</li> <li>• Calling 999/112 and giving information about the poison if possible</li> <li>• Protecting airway and breathing</li> <li>• Resuscitation if necessary using PPE/Barrier devices.</li> </ul> <p>Administering first aid for <b>non-corrosive</b> substances may include:</p> <ul style="list-style-type: none"> <li>• Ensuring your own safety</li> <li>• Calling 999/112, and giving information about the poison if possible</li> <li>• Protecting airway and breathing</li> </ul> |  |

|   |     |   |   |
|---|-----|---|---|
|   |     |   | <ul style="list-style-type: none"> <li>• Resuscitation if necessary using PPE/barrier devices.</li> </ul>   |
| 8. Be able to provide first aid to a casualty with anaphylaxis. | 8.1 | Recognise suspected anaphylaxis.  | <p>Recognising anaphylaxis may include rapid onset and rapid progression of a life-threatening airway, breathing and circulation problem:</p> <ul style="list-style-type: none"> <li>• <b>Airway</b> – Swelling of the tongue, lips or throat</li> <li>• <b>Breathing</b> – Difficult, wheezy breathing or tight chest</li> <li>• <b>Circulation</b> - <ul style="list-style-type: none"> <li>○ Dizziness, feeling faint or passing out</li> <li>○ Pale, cold clammy skin and fast pulse</li> <li>○ Nausea, vomiting, stomach cramps or diarrhoea.</li> </ul> </li> </ul> <p>There may also be skin rash, swelling and/or flushing.</p> |
|   | 8.2 | Identify how to administer first aid for a casualty with suspected anaphylaxis. | <p>Administering first aid for anaphylaxis may include:</p> <ul style="list-style-type: none"> <li>• Calling 999/112</li> <li>• Correct casualty positioning</li> <li>• Assisting to use their adrenaline auto-injector</li> <li>• Resuscitation if required.</li> </ul>  |

|  |     |   |   |
|--|-----|---|---|
|  | 8.3 | Demonstrate the use of a 'training device' adrenaline auto-injector.  | The use of a 'training device' adrenaline auto-injector: must be demonstrated using a training device and <b>NOT</b> a live auto-injector.  |
| 9. Know how to provide first aid to a casualty with suspected major illness. | 9.1 | <p>Recognise suspected:</p> <ul style="list-style-type: none"> <li>• Heart Attack</li> <li>• Stroke</li> <li>• Epileptic seizure</li> <li>• Asthma attack</li> <li>• Diabetic hypoglycaemic emergency.</li> </ul> | <p>Recognising a heart attack may include:</p> <ul style="list-style-type: none"> <li>• Sudden onset</li> <li>• Crushing chest pain</li> <li>• Skin appearance (<i>for e.g. pale, grey, sweaty</i>)</li> <li>• Variable pulse,</li> <li>• Shortness of breath.</li> </ul> <p>Recognising stroke may include performing the <b>FAST</b> test:<br/> <b>F:</b> Face<br/> <b>A:</b> Arms<br/> <b>S:</b> Speech<br/> <b>T:</b> Time to call 999/112.</p> <p>Other stroke symptoms include sudden problems with balance, walking, dizziness, coordination, vision and severe headache. Recognising an epileptic seizure may include the following patterns:</p> <ul style="list-style-type: none"> <li>• Aura</li> <li>• Tonic phase</li> <li>• Clonic phase</li> <li>• Recovery phase.</li> </ul> <p>Recognising an asthma attack may include:</p> <ul style="list-style-type: none"> <li>• Difficulty breathing and speaking</li> <li>• Wheezy breathing</li> </ul> |

|  |     |   |   |
|--|-----|---|---|
|  |     |   | <ul style="list-style-type: none"> <li>• Pale and clammy skin</li> <li>• Cyanosis</li> <li>• Use of accessory muscles.</li> </ul> <p>Recognising a diabetic hypoglycaemic emergency may include:</p> <ul style="list-style-type: none"> <li>• Fast onset</li> <li>• Lowered levels of response</li> <li>• Pale, cold and sweaty skin</li> <li>• Normal or shallow breathing</li> <li>• Rapid pulse.</li> </ul>  |
|  | 9.2 | <p>Identify how to administer first aid to a casualty suffering from:</p> <ul style="list-style-type: none"> <li>• Heart Attack</li> <li>• Stroke</li> <li>• Epileptic seizure</li> <li>• Asthma attack</li> <li>• Diabetic hypoglycaemic emergency.</li> </ul> | <p>Administering first aid for a heart attack may include:</p> <ul style="list-style-type: none"> <li>• Correct casualty positioning</li> <li>• Calling 999/112</li> <li>• Calming and reassurance</li> <li>• Assisting to take an aspirin if indicated.</li> </ul> <p>Administering first aid for a stroke may include:</p> <ul style="list-style-type: none"> <li>• Maintain airway and breathing</li> <li>• Correct casualty positioning</li> <li>• Calling 999/112.</li> </ul> <p>Administering first aid for an epileptic seizure may include:</p> <ul style="list-style-type: none"> <li>• Removing dangers and safely protect the head</li> <li>• Noting the time and duration of the seizure</li> </ul> |

|  |  |   |
|--|--|---|
|  |  | <ul style="list-style-type: none"> <li>• Loosening tight clothing around the neck</li> <li>• Determining when to call 999/112</li> <li>• Post seizure care, including monitoring of airway and breathing.</li> </ul> <p>Administering first aid for an asthma attack may include:</p> <ul style="list-style-type: none"> <li>• Correct casualty positioning</li> <li>• Assisting a casualty to take their reliever inhaler and use a spacer device</li> <li>• Calming and reassurance</li> <li>• Determining when to call 999/112.</li> </ul> <p>Administering first aid for a diabetic hypoglycaemic emergency may include:</p> <ul style="list-style-type: none"> <li>• Giving 15-20g of glucose for conscious casualties (<i>subject to sufficient response levels</i>)</li> <li>• Providing further food or drink if casualty responds to glucose quickly</li> <li>• Determining when to call 999/112.</li> </ul> |
| <b>Additional information about the Unit</b> |  |   |
| <b>*Indicative content</b>                   | The purpose of the indicative content in this unit is to provide an indication of the context behind each assessment criteria. This is not intended to be exhaustive or set any absolute boundaries. |   |

|  |   |
|--|---|
| <b>Unit purpose and aims</b>   | Purpose of the unit is for the learner to attain knowledge and practical competences required to deal with a range of workplace first aid situations.     |
| <b>Details of the relationship between the unit and relevant NOS or other professional standards or curricula (if appropriate)</b> | First Aid at Work Health and Safety (First Aid) Regulations 1981 <i>Guidance on Regulations (L74)</i><br>Resuscitation Council (UK) Guidelines            |
| <b>Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)</b>                               | Unit should be delivered, assessed and quality assured in accordance with the <i>FAAOF Assessment Principles for Regulated First Aid Qualifications</i> . |
| <b>Support for the unit from a SSC or other appropriate body</b>   | Health and Safety Executive   |
| <b>Simulation</b>  | Simulation is permitted in this unit. The following ACs must be assessed by practical demonstration: 1.2, 2.3, 3.3, 8.3                                   |

## Resources

SIAS provides the following additional resources for this qualification:

- Externally Set Assessments and Marking Guidance
- Assessment Matrix
- Further Questioning Log

Please see below examples of sample assessment questions:

| Sample Question 1   |
|---|
| What is the first step a first aider should take when arriving at an emergency scene? |
| A. Check for danger   |
| B. Call for help  |
| C. Give first aid   |
| D. Comfort the casualty   |

| Sample Question 2   |
|---|
| When checking the airway, what should you be looking for? |
| A. Blood flow   |
| B. Blockages  |
| C. Movement   |
| D. Temperature  |

## Appendix 1

### Occupational Knowledge and Competence in First Aid

All trainers, assessors, internal quality assurers and external quality assurers must have occupational knowledge and competence in first aid.

This may be evidenced by:

- Holding a qualification issued by Ofqual/SQA Accreditation/Qualifications Wales/CCEA Regulation recognised Awarding Organisation (or equivalent<sup>1</sup>) as follows:

| Qualification delivered:                         | Minimum qualification to be held by the trainer/assessor/IQA/EQA: <sup>1</sup> |
|--|--|
| First Aid at Work or Emergency First Aid at Work | First Aid at Work  |

Or

- Current registration as a Doctor with the General Medical Council (GMC)<sup>2</sup>.

Or

- Current registration as a Nurse with the Nursing and Midwifery Council (NMC)<sup>2</sup>.

Or

- Current registration as a Paramedic with the Health and Care Professions Council (HCPC)<sup>2</sup>.

<sup>1</sup>If the trainer/assessor/IQA/EQA holds a non-regulated first aid qualification the Awarding Organisation/Body should undertake due diligence to ensure current occupational knowledge and competence.

<sup>2</sup>Registered healthcare professionals must act within their scope of practice and therefore have current expertise in First Aid to teach/assess the subject.

## Appendix 2

### Acceptable Training/Assessing Qualifications

This list is **not exhaustive** but provides a guide to acceptable training and/or assessing qualifications. Trainers who also assess learner competence must hold a qualification (or separate qualifications) to enable them to perform both functions.

| Qualification  | Train | Assess* |
|--|-------|---------|
| <b>Current Qualifications</b> (available for new trainers/assessors to undertake):                           |       |         |
| Level 3 Award in Education and Training  | ✓     | ✓       |
| Level 4 Certificate in Education and Training  | ✓     | ✓       |
| Level 5 Diploma in Education and Training  | ✓     | ✓       |
| Level 3 Award in Teaching and Assessing in First Aid Qualifications (RQF)                                    | ✓     | ✓       |
| Cert Ed/PGCE/B Ed/M Ed   | ✓     | ✓       |
| SVQ 3 Learning and Development SCQF Level 8  | ✓     | ✓       |
| SVQ 4 Learning and Development SCQF Level 9  | ✓     | ✓       |
| TQFE (Teaching Qualification for Further Education)  | ✓     | ✓       |
| Planning and Delivering Learning Sessions to Groups SCQF Level 6 (SQA Unit)                                  | ✓     | ✓       |
| Planning and Delivering Training Sessions to Groups SCQF Level 6 (SQA Unit)                                  | ✓     | ✓       |
| SCQF Level 6 Award in Planning and Delivering Learning Sessions to Groups (SQA Accredited)                   | ✓     | ✓       |
| L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited)                           | ✓     |         |
| L&D Unit 7 Facilitate Individual Learning and Development SCQF Level 8 (SQA Accredited)                      | ✓     |         |
| L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (SQA Accredited) | ✓     |         |
| Carry Out the Assessment Process SCQF Level 7 (SQA Unit)   |       | ✓       |
| Level 3 Award in Assessing Competence in the Work Environment  |       | ✓       |
| Level 3 Award in Assessing Vocationally Related Achievement  |       | ✓       |
| Level 3 Award in Understanding the Principles and Practices of Assessment                                    |       | ✓       |
| Level 3 Certificate in Assessing Vocational Achievement  |       | ✓       |
| L&D Unit 9DI Assess Workplace Competence Using Direct and Indirect Methods SCQF Level 8 (SQA Accredited)     |       | ✓       |
| L&D Unit 9D Assess Workplace Competence Using Direct Methods SCQF Level 7 (SQA Accredited)                   |       | ✓       |
| <b>Other Acceptable Qualifications</b>   |       |         |
| CTLLS/DTLLS  | ✓     | ✓       |
| PTLLS with unit 'Principles and Practice of Assessment' (12 credits)   | ✓     | ✓       |
| Further and Adult Education Teacher's Certificate  | ✓     | ✓       |
| IHCD Instruction Methods   | ✓     | ✓       |
| IHCD Instructor Certificate  | ✓     | ✓       |

|  |   |   |
|--|---|---|
| English National Board 998   | ✓ | ✓ |
| Nursing mentorship qualifications  | ✓ | ✓ |
| NOCN Tutor Assessor Award  | ✓ | ✓ |
| S/NVQ Level 3 in Training and Development  | ✓ | ✓ |
| S/NVQ Level 4 in Training and Development  | ✓ | ✓ |
| PDA Developing Teaching Practice in Scotland’s Colleges SCQF Level 9 (SQA Qualification)   | ✓ | ✓ |
| PDA Teaching Practice in Scotland’s Colleges SCQF Level 9 (SQA Qualification)  | ✓ |   |
| PTTLES (6 credits)   | ✓ |   |
| Regulated Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development or NOS 6 Manage Learning and Development in Groups | ✓ |   |
| Training Group A22, B22, C21, C23, C24   | ✓ |   |
| Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (SQA Unit)   |   | ✓ |
| A1 Assess Candidates Using a Range of Methods or D33 Assess Candidates Using Differing Sources of Evidence   |   | ✓ |
| Conduct the Assessment Process SCQF Level 7 (SQA Unit)   |   | ✓ |
| A2 Assess Candidate Performance through Observation or D32 Assess Candidate Performance  |   | ✓ |
| Regulated Qualifications based on Learning and Development NOS 9 Assess Learner Achievement  |   | ✓ |

\*Assessors who do not hold a formal assessing qualification may alternatively attend First Aid Assessor CPD Training with an Awarding Organisation/Body.

## Appendix 3

### Qualifications Suitable for Internal Quality Assurance

This list is **not exhaustive** but provides a guide to acceptable IQA qualifications:

|   |
|---|
| L&D Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 8 (SQA Accredited)                   |
| Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice  |
| Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice                              |
| Conduct the Internal Verification Process SCQF Level 8 (SQA Unit)   |
| Regulated Qualifications based on the Learning and Development NOS 11 Internally monitor and Maintain the Quality of Assessment |
| V1 Conduct Internal Quality Assurance of the Assessment Process or D34 Internally Verify the Assessment Process                 |
| Internally Verify the Assessment Process SCQF Level 8 (SQA Unit)  |

**Note:**

IQAs who do not hold a formal IQA qualification may alternatively attend Internal Quality Assurance CPD Training with an Awarding Organisation/Body.

## Appendix 4

### Qualifications Suitable for External Quality Assurance

This list is **not exhaustive** but provides a guide to acceptable EQA qualifications:

|   |
|---|
| L&D Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 9 (SQA Accredited)                   |
| Regulated 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  |
| Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice                              |
| Conduct External Verification of the Assessment Process SCQF Level 9 (SQA Unit)   |
| V2 Conduct External Quality Assurance of the Assessment Process or D35 Externally Verify the Assessment Process                 |
| Externally Verify the Assessment Process SCQF Level 9 (SQA Unit)  |

It is understood that not all EQAs will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time Awarding Organisations/Bodies must ensure that EQAs are following the principles set out in the current Learning and Development NOS 12 *Externally monitor and maintain the quality of assessment*.

## Appendix 5: Specifications for SIAS-Set, Internally Marked Multiple Choice Question Examinations

|                            |                              |
|----------------------------|------------------------------|
| <b>Unit 1</b>              | Emergency First Aid at Work  |
| <b>Number of Questions</b> | 15 multiple choice questions |
| <b>Time Allowed</b>        | 25 minutes                   |
| <b>Pass Mark</b>           | 11 / 15                      |
| <b>Grading</b>             | Pass or Fail                 |

|                            |   |
|----------------------------|---|
| <b>Unit 2</b>              | Recognition and Management of Illness and Injury in the Workplace |
| <b>Number of Questions</b> | 30 multiple choice questions                                      |
| <b>Time Allowed</b>        | 50 minutes  |
| <b>Pass Mark</b>           | 21 / 30   |
| <b>Grading</b>             | Pass or Fail  |

## Further Information

For information about SIAS and general enquiries please see our website: [www.siasuk.com](http://www.siasuk.com)  
or contact:

**Telephone:** 01925 515211

**Email:** [info@siasuk.com](mailto:info@siasuk.com)



Floor 1, 720 Mandarin Court  
Centre Park, WARRINGTON  
WA1 1GG

T: 01925 515211  
E: [info@siasuk.com](mailto:info@siasuk.com)  
W: [www.siasuk.com](http://www.siasuk.com)