

Learning Outcome 1: Be able to assess scenes of accidents to identify risks and continuing dangers

1. How to assess the scene of an accident within health, social care or early years settings

- ☐ how to assess dangers to the casualty, first aider and others (e.g. fire, electricity)
- ☐ how the area can be made safe appropriately before commencing first aid (e.g. remove any hazards where possible that could cause danger)
- ☐ how to obtain informed consent when possible (e.g. ask conscious casualty's permission before commencing first aid procedures)
- ☐ how to communicate clearly
- ☐ when and how to seek additional support/report issues to the appropriate people

2. How to provide information to emergency services

What information to give

- ☐ location (e.g. address including postcode)
- ☐ what has happened (e.g. heart attack, a child has fallen down stairs)
- ☐ number of casualties
- ☐ casualty's current state (e.g. conscious, breathing, any bleeding or chest pains)
- ☐ details of the injury and how it happened.

Learning Outcome 2: Understand the first aid procedures for a range of injuries **Learners must be taught:**

1. How to identify the nature and severity of a range of injuries, the current first aid procedures for the injuries and the rationale

Conscious/unconscious and breathing/not breathing

- ☐ possible causes (e.g. heart attack, electric shock, drowning)
- ☐ if the casualty is conscious or not (e.g. conscious casualty can respond normally to sound and touch)
- ☐ severity, if the casualty is breathing or not (e.g. look for breaths)
- ☐ symptoms (e.g. none responsive, rapid shallow/shallow breaths, no sign of breathing)
- ☐ the correct sequence of steps (e.g. check for response/no response, chest movement, listen for sounds)
- ☐ the rationale (e.g. why it is important to tilt the head back, why it is important to lie the casualty on their side)

Choking

- ☐ possible causes (e.g. food)
- ☐ severity (e.g. mild/severe obstruction)
- ☐ symptoms (e.g. choking, gasping for breath)
- ☐ the correct sequence of steps (e.g. 5 back slaps)
- ☐ rationale (e.g. to remove obstruction, prevent further complications, prevent unconsciousness)
- ☐ an asthma attack
- ☐ possible causes (e.g. allergies)
- ☐ severity (e.g. mild attack – requiring inhaler)
- ☐ symptoms (e.g. coughing, wheezing)

The correct sequence of steps (e.g. sit the patient down, use inhaler)

- ☐ rationale (e.g. ease breathing, monitor inhaler doses, call emergency support)

Burns or scalds

- ☐ possible causes (e.g. scald from boiling water, burn from fire)
- ☐ severity (e.g. minor/major burn/scald)
- ☐ symptoms
- ☐ the correct sequence of steps (e.g. place under cold water for at least 10 minutes)
- ☐ rationale (e.g. why it is placed under cold running water, alleviate pain, prevent infection)

Bleeding

- ☐ possible causes (e.g. cut, graze, embedded object)
- ☐ severity (e.g. minor/major cut, graze, embedded object)
- ☐ correct sequence of steps (dependant on severity e.g. dress minor wound, apply pressure to major wound to prevent loss of blood)
- ☐ rationale (e.g. minimise shock, prevent infection, prevent cross infection)

Shock

- ☐ possible causes (e.g. severe trauma, heart attack, allergic reaction)
- ☐ severity (e.g. vital organs do not get enough oxygen due to reduced blood circulation e.g. loss of
- ☐ blood, loss of other body fluids, severe burns)
- ☐ symptoms (e.g. rapid pulse, low blood pressure, dizziness, shallow breathing)
- ☐ correct sequence of steps (e.g. physiological shock e.g. lay person on their back and raise their legs, anaphylactic shock e.g. if having trouble breathing sit them up)
- ☐ rationale (e.g. improve circulation, treat the cause appropriately).

Learning Outcome 3: Be able to apply basic first aid procedures**Learners must be taught:****1. How to apply the steps involved in certain first aid procedures**

- ☐ is conscious/unconscious and breathing/not breathing
- ☐ Is choking
- ☐ is having an asthma attack
- ☐ has suffered burns or scald
- ☐ is bleeding
- ☐ is in shock

How to review own performance

- ☐ competency (e.g. amount of support needed, language used)
- ☐ strengths/weaknesses (e.g. remained calm, lacked confidence)
- ☐ suggest improvements to their performance (e.g. be aware of the sequence of steps so less support is required).