



PART OF **nocn** GROUP

QUALIFICATION SPECIFICATION

Level 3 First Aid Qualifications

NOCN Level 3 Award in Emergency First Aid at Work

Qualification No: 603/2447/8

NOCN Level 3 Award in First Aid at Work

Qualification No: 603/2446/6

Operational Start Date

31 January 2022

Version

4.0 – September 2022

To know more about NOCN:

- Visit the NOCN website: www.nocn.org.uk
- Call the Customer Service Team: **0300 999 1177**

Introduction

NOCN is a market-leading awarding organisation that has been providing qualifications for a wide range of centres, including FE colleges and training providers, for 30 years both in the UK and internationally.

We work with centres to deliver a high quality and flexible service for learners to underpin our passionate belief in the power of education and its impact on communities and individuals.

We offer all the advantages of being with a national awarding organisation with a diverse portfolio of qualifications, alongside providing a personalised, bespoke, service to our centres and learners.

As an accredited Leader in Diversity, we are proud of our reputation as a provider of fully accessible, trusted and flexible qualifications.

About NOCN Group

NOCN is part of NOCN Group, a progressive educational charity whose core aims are to help learners reach their potential and organisations thrive. The group includes business units specialising in regulated UK and international qualifications, end point assessment, endorsed programmes and assured short courses, Smart job cards, assessment services, consultancy, and research. NOCN Group shares a joint purpose to offer learners, training providers, employers, and FE Colleges a fully integrated range of learning and skills development products and services.

Information about all our courses and qualifications is available from our website:

<https://www.nocn.org.uk/>

First Aid Awarding Organisation Forum

NOCN is a member of the First Aid Awarding Organisation Forum (FAAOF). This means that we work with other Awarding Organisations to develop joint principles and standards for the delivery, assessment and quality assurance of First Aid qualifications including:

- Assessment Principles for Regulated First Aid Qualifications
- Blended Learning in First Aid - Quality Assurance Standards
- Delivery Standards for Regulated First Aid Qualifications

You can find more information about these important standards on the Forum's website.
<http://www.firstaidqualifications.org.uk/>

The website also includes answers to Frequently Asked Questions.

Qualifications at a Glance

Title	Size
NOCN Level 3 Award in Emergency First Aid at work	L3 Award = 1 Credit, 6 GLH
NOCN Level 3 Award in First Aid at Work	L3 Award = 2 Credits, 18 GLH
Purpose	Target Audience
These qualifications are vocationally based and offer the opportunity for learners to demonstrate an achievement of practical skills, understanding and knowledge of a First Aider and what is required to offer suitable care and administer First Aid procedures for minor injuries and illness in the workplace.	Any individual who needs to support their role with First Aid skills and knowledge in the workplace as well the voluntary and community sector
Content Overview	Entry Requirements
The NOCN Level 3 Award in Emergency First Aid at Work and NOCN Level 3 Award in First Aid at Work are vocationally based qualifications. The units offer the opportunity for learners to achieve a balance of practical skill and knowledge.	There are no formal entry requirements for learners undertaking these qualifications. However, learners need to be physically able to perform first aid techniques.
Assessment	Additional Resources
The assessment for these qualifications are multiple-choice tests and observation of practical skills.	All practical observation assessments are hosted on vLearn.

Summary of changes:

This section summarises the changes to the qualification specification since the last version (version 3.0 January 2022).

Version	Publication Date	Summary of Amendments
V4.0	1 September 2022	Changes to assessment and grading. Pass mark changed, time allowed changed and number of multiple choice questions changed for each unit. (See page 7)
V4.0	1 September 2022	Changes in unit content. Please note changes in assessment criteria and learning outcomes. (See pages 16 – 33)

Contents

Introduction	1
1. Overview of Qualification	5
1.1. Entry Requirements	5
1.2. Progression	5
2. Qualification Details	6
2.1. Qualification Structure	6
2.2. Total Qualification Time (TQT)	6
2.3. Assessment and Grading	7
2.4. Fair and Equitable Assessment	9
2.5. Test Invigilation	9
2.6. Learners with Particular Requirements	10
2.7. Recognised Prior Learning	10
2.8. Delivery Requirements	11
2.9. Duration of Training	11
2.10. Requalification	12
2.11. Summary of Standards for Duration, Certification and Delivery of First Aid Qualifications	12
3. Centre Information	12
3.1. Required Resources for Delivering the Qualification	13
3.2. Offering the qualification	15
4. Component Information	16
4.1. Component 1	17
4.2. Component 2	24

1. Overview of Qualification

These qualifications are vocationally based and offers the opportunity for learners to demonstrate an achievement of practical skills, understanding and knowledge of a First Aider and what is required to offer suitable care and administer First Aid procedures for minor injuries and illness in the workplace.

1.1. Entry Requirements

There are no formal entry requirements for learners undertaking these qualifications. However, if learners are taking the NOCN Level 3 Award in First Aid at Work, they will need to achieve the unit 'Recognition and Management of Illness and Injury in the Workplace' within 10 weeks of achieving the unit 'Emergency First Aid in the Workplace'.

Learners must be able to demonstrate the requirements of these qualifications and have access to required assessment opportunities and relevant resources. Please refer to specific assessment requirements on individual components for more information.

Centres should undertake initial assessment activities with learners to ensure these are appropriate qualifications and they can achieve the level they will be studying before enrolling them onto a programme of learning.

These qualifications are available to learners aged **14** or over but a learner is unable to act as a First Aider in the workplace until they reach the age of 16.

1.2. Progression

The qualifications will provide learners with an opportunity to:

- Be able to administer First Aid procedures in the workplace.
- Become a Qualified First Aiders in the workplace by achieving a First Aid certification which is valid for 3 years.
- Progress to the NOCN Level 3 Award in First Aid at Work following completion of the NOCN Level 3 Award in Emergency First Aid at Work.
- Access other qualifications such as certain NOCN qualifications in the sector, where First Aid training is necessary for achieving the qualification.

'Within any certification period, FAAOF strongly recommends that first aiders undertake annual refresher training. Although not mandatory, this will help qualified first aiders maintain their basic skills and keep up to date with any changes to first aid procedures.'

2. Qualification Details

2.1. Qualification Structure

The **NOCN Level 3 Award in Emergency First Aid at Work** is a **1** credit qualification with a Total Qualification Time (TQT) of **7** Hours, including **6** Guided Learning Hours (GLH).

Learners **must** achieve 1 credit from the single mandatory component outlined below.

Component Title	Level	Credit Value	Ofqual Reference Number
Emergency First Aid in the Workplace	3	1	F/650/3474

The **NOCN Level 3 Award in First Aid at Work** is a **2** credit qualification with a Total Qualification Time (TQT) of **22** Hours, including **18** Guided Learning Hours (GLH).

Learners **must** achieve 2 credits from the two mandatory components outlined below.

Component Title	Level	Credit Value	Ofqual Reference Number
Emergency First Aid in the Workplace	3	1	F/650/3474
Recognition and Management of Illness and Injury in the Workplace	3	1	H/650/3475

2.2. Total Qualification Time (TQT)

Through consultation with users, TQT has been agreed by considering the total number of learning hours required for the average learner to achieve this qualification.

TQT is split into two areas:

Area	Example of activities
1. Guided Learning Hours (GLH): <ul style="list-style-type: none"> learning activity under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training includes the activity of being assessed if the assessment takes place under the immediate 	<ul style="list-style-type: none"> Classroom-based learning supervised by a teacher Work-based learning supervised by a teacher Live webinar or telephone tutorial with a teach 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	guidance or supervision of an appropriate provider of training <ul style="list-style-type: none"> • Exam time
2. Other Learning Hours (OLH): <ul style="list-style-type: none"> • an estimate of the number of hours a learner will spend, as directed by (but not under the immediate guidance or supervision of) a lecturer, supervisor, tutor or other appropriate provider of education or training, including: <ul style="list-style-type: none"> ○ preparatory work ○ self-study ○ any other form of education or training, including assessment 	<ul style="list-style-type: none"> • 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

The agreed Total Qualification Time has been used to identify the qualifications' Credit Value.

2.3. Assessment and Grading

The assessment for these qualifications must follow the requirements set out in the FAAOF *Assessment Principles for Regulated First Aid Qualifications* document.

These principles state that 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 learning outcomes in the unit(s) must be achieved. Assessments may take place at any time during the delivery of the qualifications 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.

The assessment requirements set out in this qualification specification comply with the principles, but it is recommended that centres are familiar with the FAAOF *Assessment Principles for Regulated First Aid Qualifications* document:

<https://faaof.org/assessment-principles/>

The NOCN Level 3 Award in Emergency First Aid at Work and NOCN Level 3 Award in First Aid at Work are externally assessed qualifications. Each unit of the qualifications is assessed by multiple-choice tests and observations of practical skills.

The multiple-choice tests are externally set and externally marked. The observations of practical skills assessments are externally set and internally marked.

Centres must ensure that knowledge based learning is substantive, and relevant to the work or events likely to be encountered during a First Aider at work role.

Knowledge Assessment

Learners will be required to complete the multiple-choice test after the delivery of the content for that unit. The assessments will be taken online using the assessment platform; however, paper-based assessments will also be available. If paper-based assessment is selected, then these results need to be captured in the assessment platform. Please see NOCN assessment scheduling guidance for further information.

<https://www.nocn.org.uk/support/systems-support/assessment-scheduling/>

Each test is externally set and marked and consists of multiple-choice questions covering the learning outcomes and associated assessment criteria for each unit.

Assessment conditions:

- The multiple choice tests are closed book tests meaning that learners are not permitted to use teaching and learning materials or their notes to answer the questions.
- Learners who achieve the required pass mark for the multiple-choice tests and pass the practical observations for each unit will be awarded either the NOCN Level 3 Award in Emergency First Aid at Work or the NOCN Level 3 First Aid at Work qualification, dependent on their chosen qualification.

NOCN Level 3 Award in Emergency First Aid at Work:

Component Title	MCQ's	Pass Mark	Time to complete
Emergency First Aid in the Workplace	17	12	26 min

NOCN Level 3 Award in First Aid at Work:

Component Title	MCQ's	Pass Mark	Time to complete
Emergency First Aid in the Workplace	17	12	26 min
Recognition and Management of Illness and Injury in the Workplace	31	22	47 min

Practical Observations

Each learner will be assessed through Competency Based Observational Assessments (CBOA).

To achieve the practical elements of each unit each learner must be observed by a suitably qualified assessor. Learners will perform a number of practical tasks in relation to the skills required to be demonstrated.

Learners will be assessed as to being competent in achieving/not achieving against the relevant assessment criteria.

Centres must ensure that when learners are being assessed this is not done in the presence of learners who have not yet undertaken their assessment.

Simulation

Simulation is permitted – each unit details what may be simulated.

Assessors and learners will complete the practical observation forms provided by NOCN and hosted on the vLearn platform.

The qualification is graded at Pass/Fail.

NOTE: If undertaking the First Aid at Work qualification, 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.

Standards of First Aid practice

Skills and knowledge must be taught and assessed in accordance with currently accepted First Aid practice in the United Kingdom as laid down:

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

2.4. Fair and Equitable Assessment

Assessment within the NOCN Level 3 Award in Emergency First Aid at Work and NOCN Level 3 Award in First Aid at Work is designed to be accessible and inclusive.

2.5 Test Invigilation

The multiple-choice test invigilator is the person in the test room with responsibility for conducting a particular test in the presence of candidates. Invigilators have a key role in upholding the integrity of the test process.

The role of the invigilator is to ensure that tests are conducted in accordance with laid down instructions, to:

- Ensure that all candidates have an equal opportunity to demonstrate their abilities.
- Ensure the security of the test papers and completed response sheets, before, during and after the test.
- Prevent possible candidate malpractice.
- Prevent possible administrative failures.

Invigilators must:

- Be appropriately trained in their duties.
- Give all their attention to conducting the test properly.
- Be able to observe each candidate in the test room at all times.
- Be able to confirm candidate identity.
- Inform the Head of the Centre if they are suspicious about the security of test papers, completed response sheets or any other issue that threatens the integrity of the test

process. (In such cases, the Head of the Centre must inform NOCN immediately, and send a full written report within five working days of the suspicion arising).

Invigilators **must not**: carry out any other task (for example doing other work or using a mobile phone) in the test room.

Test Management

NOCN's Invigilation Policy on the NOCN website (<https://www.nocn.org.uk/support/nocn-policies/>) provides detailed guidance for centres on the following areas of test management:

- Keeping test papers secure.
- Starting the test.
- During the test.
- Summoning help during a test.
- Candidates who arrive late.
- Leaving the test room.
- Ending the test.
- Completing the documentation.
- Malpractice.
- Emergencies.

2.6 Learners with Particular Requirements

If you are a NOCN Recognised Centre and have learners with particular requirements, please see the **NOCN Reasonable Adjustments and Special Considerations Policy and Procedure** found on the NOCN website at <https://www.nocn.org.uk/>.

This policy gives clear guidance on the reasonable adjustments and arrangements that can be made to take account of disability or learning difficulty without compromising the assessment criteria.

The NOCN Centre Approval process requires the centre to hold policy statements on Equal Opportunities, Diversity and Disability Discrimination, which will be reviewed by NOCN. Please refer to the **NOCN Quality Assurance Manual for further details**.

2.7 Recognised Prior Learning

Recognising Prior Learning is an assessment process that recognises learning that has its origins in a learner's experience and / or previous formal and informal learning contexts. This includes knowledge and skills gained within school, college, university, and outside formal learning situations such as through life, employment, apprenticeships, and other work experiences.

NOCN is committed to the Recognition of Prior Learning (RPL) and has developed a policy and procedures to inform and support centres. This is available on the NOCN website at

<https://www.nocn.org.uk/>

2.8 Delivery Requirements

The delivery of these qualifications must comply with the requirements set out in the FFAOF *Delivery Standards for Regulated First Aid Qualifications* document.

The requirements set out in this qualification specification comply with these Delivery Standards but it is recommended that centres become familiar with the FFAOF *Delivery Standards for Regulated First Aid Qualifications* document.

<https://faaof.org/delivery-standards/>

Centres are required to use a learner to trainer ratio of 12:1 (12 learners to 1 trainer). If there are more than 12 learners, additional qualified trainers must be available.

Centres must ensure that the following equipment is available:

- A minimum of 1 Resuscitation manikin between a maximum of 4 learners (facilities must be available to ensure the manikin face is kept sterilised, for example with the use of disposable face shields or manikin face wipes).
- A minimum of 1 training defibrillator between a maximum of 4 learners
- A minimum of 1 disposable training dressing per learner
- A minimum of 1 pair of disposable gloves (not latex) per learner
- A minimum of 1 First Aid kit
- Training rooms that have carpeted floors or mats/blankets provided, for use during practical sessions
- Adequate training and assessment facilities to accommodate maximum number of learners on course
- A training room which is safe, that has adequate ventilation, lighting sufficient for learners to read easily, and temperature suitable to maintain a 'shirt sleeve' environment. It is also required that training rooms are able to cater for people with any special needs (where appropriate).
- All hygiene and health and safety precautions must be met.

2.9 Duration of Training

The minimum duration of training as follows:

- First Aid at Work – 18 hours over three days
- First Aid at Work Re-qualifying – 12 hours over two days
- Emergency First Aid at Work – 6 hours over one day

Blended Learning

Blended learning is permitted for these qualifications, providing that it complies with the Blended Learning in First Aid Quality Assurance Standards document.

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

Note: distance learning must be completed before the face-to-face classroom session and all assessments must take place in the classroom.

The minimum face-to-face learning duration for each type of course should be as follows:

Course	Total course minimum hours duration	Minimum face-to-face learning hours
Emergency First Aid at Work	6	4
First Aid at Work	18	12
First Aid at Work Requalifying	12	6

2.10 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 5th, started course on or before 4th of the following month), the contact hours may be reduced to 12 hours over 2 days. To attend the shorter re-qualification 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.

2.11 Summary of Standards for Duration, Certification and Delivery of First Aid Qualifications

The following table summarises the key requirements for delivery of FAW and EFAW qualifications:

Qualification	Minimum Contact Hours	Minimum Days	Maximum Weeks	Minimum Session	Learner/Trainer Ratio	Certificate Validity	Annual Refresher Recommended
First Aid at Work	18	3	10	2 hours	12:1	3 Years	Yes
First Aid at Work (Requalification)	12	2	7	2 hours	12:1	3 Years	Yes
Emergency First Aid at Work	6	N/A	4	2 hours	12:1	3 Years	Yes

3. Centre Information

3.1. Required Resources for Delivering the Qualification

As part of the requirement to deliver these qualifications, staff undertaking delivery, assessment and quality assurance must meet the minimum requirements for competency. The minimum requirements are set out in the *FAAOF Assessment Principles for Regulated First Aid Qualifications*.

<https://faaof.org/assessment-principles/>

(All * references to the section in the Assessment Principles, as above)

Trainers

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. An acceptable portfolio **must show**:

- i. Occupational knowledge and competence in First Aid - evidenced by:
 - Holding a First Aid at work/medical qualification 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.

Assessors

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. An acceptable portfolio **must show**:

- i. Occupational knowledge and competence in First Aid - evidenced by:
 - Holding a First Aid at work/medical qualification as detailed in Appendix 1*
- ii. Knowledge and competency in assessing First Aid - evidenced by:
 - Holding an acceptable assessing qualification/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.

Centre staff may undertake more than one role, e.g., Trainer and Assessor or Internal Quality Assurer, but they **cannot** carry out any quality assurance on work that they have previously assessed.

Internal Quality Assurance

Those involved in the internal quality assurance of these qualifications (IQA's) must have knowledge and competency in First Aid as well as knowledge and competency in internal quality assurance. An acceptable portfolio **must show**:

- i. Occupational knowledge and competence in First Aid - evidenced by:
 - Holding a First Aid at work/medical qualification as detailed in Appendix 1*
- ii. Knowledge and competency in internal quality assurance – evidenced by:
 - Holding a qualification/completing 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.

Each centre must have internal quality assurance policies and procedures in place. The policies and procedures must be sufficient to secure the quality of the award, ensuring validity, reliability, and consistency.

NOCN supports and recognises Centre's internal quality assurance systems which support the above; any system should encourage standardisation and sharing of good practice.

Continuing Professional Development (CPD)

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

External Quality Assurance

Once recognised as a Centre, NOCN will allocate an External Quality Assurer. The External Quality Assurer will have ongoing responsibility for monitoring the Centre's compliance with the requirements of recognised Centre approval status.

The External Quality Assurer will make regular visits to all centres. During these visits they will:

Monitor the Centre's compliance with the Centre approval criteria by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners, and administrative staff.

Review the standard of the Centre's assessment and internal quality assurance practices and decisions to determine whether all assessment requirements are met to support safe and valid claims for certification.

Refer to the NOCN Quality Assurance Manual for further information on the External Quality Assurance process.

The External Quality Assurer will make regular visits to all Centres. During these visits he/she/they will:

- Monitor the Centre's compliance with the Centre Recognition agreement by reviewing course documentation, meeting managers, tutors, internal quality assurers, learners and administrative staff.
- Verify recommendations for achievement submitted by the centre via Quartzweb.

Refer to the **NOCN Quality Assurance User Guide** for further information on the External Quality Assurance process.

3.2. Offering the qualification

All Centres

All first aid centres should adhere to the applicable legislation on First Aid at Work, specifically to Health and Safety (First-Aid) Regulations 1981 and Health and Safety (First-Aid) Regulations (Northern Ireland) 1982 (as amended). Centres should also adhere to the guidance provided by the Health and Safety Executive. This guidance has also been adopted by the Health and Safety Executive for Northern Ireland (HSENI).

Training and qualifications for the purposes of First Aid at work are no longer approved by HSE/HSENI, but all First Aid training providers should meet the Assessment Principles for Regulated First Aid Qualifications and be prepared to demonstrate how they satisfy certain criteria. These criteria include:

- the qualifications expected of trainers and assessors
- monitoring and quality assurance systems
- teaching and standards of first-aid practice
- syllabus content
- certification

Existing Centres

If you are already recognised to offer NOCN qualifications and would like more information about offering this qualification, please contact:

business-enquiries@nocn.org.uk.

Use Horizon to add this qualification to your centre.

New Centres

If you are interested in offering this qualification, but are not yet a NOCN Approved Centre and would like more information about becoming a NOCN centre and offering this qualification please see **Become a Registered Centre** on our website

<https://www.nocn.org.uk/customers/nocn-centres/> and click Become a Centre.

4. Component Information

The NOCN Level 3 Award in Emergency First Aid at Work qualification consists of **1 mandatory** component.

The NOCN Level 3 Award in First Aid at Work qualification consists of **2 mandatory** components

Component 1 is in **both qualifications** and component 2 is in the NOCN Level 3 Award in First Aid at Work **only**.

To achieve their qualification learners will need to achieve a pass mark for each of the components dependent on their chosen qualification. The assessments have been externally created.

A copy of each of the components follows.

4.1. Component 1

Title:	Emergency First Aid in the Workplace
Level:	Level 3
Credit value:	1
GLH	6
Unique Reference Number:	F/650/3474
Aim:	The aim of this unit is to provide learners with the knowledge and skills needed to deal with a range of workplace first aid situations.
Assessment	This unit is assessed by multiple-choice tests and observations of practical skills.
Learning outcomes	
<i>The learner will:</i>	
1.	Understand the role and responsibilities of a first aider.
Delivery content:	
<p>The aim of this learning outcome is to provide the learners with the knowledge to know about the roles and responsibilities of a first aider. Learners will be able to identify how to minimise risk to self and others and also need for consent when providing first aid.</p> <p>The learner must:</p> <ul style="list-style-type: none"> • Identify the role and responsibilities of a first aider • Identify how to minimise the risk of infection to self and others • Identify the need for consent to provide first aid 	
2.	Be able to assess an emergency situation safely.
Delivery content:	
<p>The aim of this learning outcome is to provide the learners with the knowledge and skills to be able to conduct a scene survey and primary survey of a casualty. Learners will also know when to summon appropriate assistance.</p> <ul style="list-style-type: none"> • Conduct a scene survey • Conduct a primary survey of a casualty • Summon appropriate assistance when necessary 	
3.	Be able to provide first aid to an unresponsive casualty.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge and skills to know when and how to administer CPR. Learners will also know and demonstrate how to place a casualty in the recovery position and demonstrate continual monitoring of breathing whilst the casualty is in the recovery position. Learners will be able to identify when to administer first aid to a casualty experiencing a seizure.

The learner must:

- Identify when to administer **Cardio Pulmonary Resuscitation (CPR)**
- Demonstrate **adult CPR** using a manikin
- Identify when to place a casualty into the **recovery position**
- Demonstrate how to place a casualty into the **recovery position**
- Demonstrate **continual monitoring of breathing** whilst the casualty is in the recovery position
- Identify how to administer first aid to a casualty who is **experiencing a seizure**

4. Be able to provide first aid to a casualty who is choking

Delivery content:

The aim of this learning outcome is to provide learners with knowledge to identify when a casualty is choking and how to administer first aid to a casualty who is choking.

The learner must:

- Identify when a casualty is **choking**
- Demonstrate how to **administer first aid to a casualty who is choking**

5. Be able to provide first aid to a casualty with external bleeding

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge to identify whether external bleeding is life-threatening and to demonstrate how to administer first aid to a casualty with external bleeding.

The learner must:

- Identify whether **external bleeding is life-threatening**
- **Demonstrate** how to administer first aid to a **casualty with external bleeding**

6. Know how to provide first aid to a casualty who is suffering from shock

Delivery content:

The aim of this learning outcome is to provide learners with knowledge to recognise when a casualty is suffering from shock and how to administer first aid to a casualty who is

<p>suffering from shock.</p> <p>The learner must:</p> <ul style="list-style-type: none"> • Recognise when a casualty is suffering from shock • Identify how to administer first aid to a casualty who is suffering from shock 	
<p>7. Know how to provide first aid to a casualty with minor injuries.</p>	
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with knowledge to identify when a casualty has a minor injury and how to administer first aid for a minor burn and scald.</p> <p>The learner must:</p> <ul style="list-style-type: none"> • Identify how to administer first aid to a casualty with: <ul style="list-style-type: none"> ○ Small cuts ○ Grazes ○ Bruises ○ Small splinters ○ Nosebleeds • Identify how to administer first aid to a casualty with minor burns and scalds. 	
<p>Scope of Training</p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>	
<p>Requirements</p>	
<p>Identify the role and responsibilities of a first aider</p>	<p>Identification of the roles and responsibilities of a first aider may include:</p> <ul style="list-style-type: none"> • Preventing cross infection • Recording incidents and actions • Safe use of available equipment • Assessing an incident • Summoning appropriate assistance • Prioritising treatment • Dealing with post incident stress

<p>Identify how to minimise the risk of infection to self and others</p>	<p>Minimising the risk of infection may include:</p> <ul style="list-style-type: none"> • Personal Protective Equipment (PPE) • Hand hygiene • Disposal of contaminated waste • Using appropriate dressings • Barrier devices during rescue breaths • Covering own cuts <p>Others may include casualties, work colleagues or people within the workplace environment.</p>
<p>Identify the need for consent to provide first aid</p>	<p>Identifying the need to gain consent may include:</p> <ul style="list-style-type: none"> • Gaining consent • Implied consent
<p>Conduct a scene survey</p>	<p>Conducting a scene survey may include:</p> <ul style="list-style-type: none"> • Checking for further danger • Identifying the number of casualties • Evaluating what happened • Prioritising treatment • Delegating tasks
<p>Conduct a primary survey of a casualty</p>	<p>The primary survey sequence may include:</p> <ul style="list-style-type: none"> • Danger • Response • Airway • Breathing • Circulation
<p>Summon appropriate assistance when necessary</p>	<p>Summoning appropriate assistance may include:</p> <ul style="list-style-type: none"> • Shouting for help • Calling 999/112 via speakerphone or bystander • Leaving the casualty to call 999/112 • Calling an NHS emergency helpline such as 111
<p>Identify when to administer Cardio Pulmonary Resuscitation (CPR)</p>	<p>Identifying when to administer CPR must include:</p> <ul style="list-style-type: none"> • When the casualty is unresponsive and: <ul style="list-style-type: none"> ○ Not breathing ○ Not breathing normally/agonal breathing
<p>Demonstrate adult CPR using a manikin</p>	<p>Demonstrating CPR must include:</p> <ul style="list-style-type: none"> • 30 chest compressions <ul style="list-style-type: none"> ○ Correct hand positioning

	<ul style="list-style-type: none"> ○ 5-6cm compression depth ○ 100-120 per minute ● 2 rescue breaths <ul style="list-style-type: none"> ○ Correct rescue breath positioning ○ Blowing steadily into mouth (about 1 sec to make chest rise) ○ Taking no longer than 10 seconds to deliver 2 breaths ● AED (Defibrillator) <ul style="list-style-type: none"> ○ Correct placement of AED pads ○ Following AED instructions <p>CPR – minimum demonstration time of 2 minutes at floor level May additionally include use of rescue breath barrier devices</p>
<p>Identify when to place a casualty into the recovery position</p>	<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"> ● Does not need CPR ● Is breathing normally ● Is uninjured <p>An injured casualty may be placed in the recovery position if the airway is at risk (e.g. fluids in the airway or you need to leave the casualty to get help)</p>
<p>Demonstrate how to place a casualty into the recovery position</p>	<p>Placing a casualty into the recovery position may include:</p> <ul style="list-style-type: none"> ● Placing in a position that maintains a stable, open, draining airway at floor level ● Continually monitoring airway and breathing ● Turning the casualty onto the opposite side every 30 minutes ● Placing heavily pregnant casualty on their left side
<p>Demonstrate continual monitoring of breathing whilst the casualty is in the recovery position</p>	<p>Continually monitoring airway and breathing includes:</p> <ul style="list-style-type: none"> ● Continual checking for normal breathing to ensure that cardiac arrest can be identified immediately
<p>Identify how to administer first aid to a casualty who is experiencing a</p>	<p>Administering first aid to a casualty having a generalised seizure may include:</p> <ul style="list-style-type: none"> ● Keeping the casualty safe (removing dangers) ● Noting the time and duration of the seizure ● Opening airway and checking breathing post seizure

<p>seizure</p>	<ul style="list-style-type: none"> • Determining when to call 999/112
<p>Identify when a casualty is choking</p>	<p>Identifying mild choking may include recognising the casualty is able to:</p> <ul style="list-style-type: none"> • Speak • Cough • Breathe <p>Identifying severe choking may include recognising the casualty is:</p> <ul style="list-style-type: none"> • Unable to cough effectively • Unable to speak • Unable or struggling to breathe • In visible distress • Unconscious
<p>Demonstrate how to administer first aid to a casualty who is choking</p>	<p>Administering first aid for choking should include the following:</p> <ul style="list-style-type: none"> • Encouraging to cough • Up to 5 back blows • Up to 5 abdominal thrusts • Calling 999/112 when required • CPR if unconscious <p>Demonstration must be simulated using a training device – not another learner.</p>
<p>Identify whether external bleeding is life-threatening</p>	<p>Identifying the severity of arterial bleeding may include recognising the blood:</p> <ul style="list-style-type: none"> • Is under pressure • spurts in time with the heartbeat <p>Recognition that arterial bleeding is a life-threatening emergency</p> <p>Identifying the severity of venous bleeding may include recognising the blood:</p> <ul style="list-style-type: none"> • Volume in veins is comparable to arteries • Flows profusely from the wound <p>Recognition that venous bleeding is a life-threatening emergency</p> <p>For context - identifying capillary bleeding may include recognising that blood trickles from the wound. Capillary bleeding is not a life-threatening emergency.</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"> • Maintaining aseptic technique • Sitting or laying the casualty • Examining the wound • Applying direct pressure onto (or into) the wound • Dressing the wound

	<p>Catastrophic bleeding treatment may include:</p> <ul style="list-style-type: none"> • Wound packing • Tourniquet application • Improvised tourniquet application
Recognise when a casualty is suffering from shock	<p>Shock: hypovolaemic shock (resulting from blood loss)</p> <p>Hypovolaemic shock recognition may include:</p> <ul style="list-style-type: none"> • Pale, clammy skin • Fast, shallow breathing • Rise in pulse rate • Cyanosis • Dizziness/passing out when sitting or standing upright
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"> • Treating the cause • Casualty positioning • Keeping the casualty warm • Calling 999/112
<p>Identify how to administer first aid to a casualty with:</p> <ul style="list-style-type: none"> • Small cuts • Grazes • Bruises • Small splinters • Nosebleeds 	<p>Administering first aid for small cuts and grazes may include:</p> <ul style="list-style-type: none"> • Irrigation • Dressing <p>Administering first aid for bruises may include:</p> <ul style="list-style-type: none"> • Cold compress for 10 minutes <p>Small splinter removal may include the following steps:</p> <ul style="list-style-type: none"> • Cleaning of area • Remove with tweezers • Dress <p>Administering first aid for a nosebleed may include:</p> <ul style="list-style-type: none"> • Sitting the casualty down, head tipped forwards • Pinching the soft part of the nose • Telling the casualty to breathe through their mouth
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"> • Cooling for 20 minutes • Removing jewellery and loose clothing • Covering the burn • Determining when to seek advice
Simulation	<p>Simulation is permitted in this unit. The following ACs must be assessed by practical demonstration: 2.1, 2.2, 2.3, 3.2, 3.4, 3.5, 4.2, 5.2</p>

4.2. Component 2

Title:	Recognition and Management of Illness and Injury in the Workplace
Level:	Level 3
Credit value:	1
GLH	12
Unique Reference Number:	H/650/3475
Aim:	The aim of the unit is for the learner to attain knowledge and practical competences required to deal with a range of workplace first aid situations.
Assessment	This unit is assessed by multiple-choice tests and observations of practical skills.
Learning outcomes	
<i>The learner will:</i>	
2.	Be able to conduct a secondary survey.
Delivery content:	
<p>The aim of this learning outcome is to provide the learners with the knowledge to be able to conduct a secondary survey by identifying the information that needs to be collected. Learners will also demonstrate how to conduct a head to toe survey.</p> <p>The learner must:</p> <ul style="list-style-type: none"> • Identify the information to be collected when gathering a casualty history • Demonstrate how to conduct a head to toe survey 	
2.	Be able to provide first aid to a casualty with suspected injuries to bones, muscles and joints.
Delivery content:	
<p>The aim of this learning outcome is to provide the learners with the knowledge to recognise a suspected fracture, dislocation, sprain or strain and how to administer first aid to the casualty. Learners will also demonstrate how to apply a support sling and an elevated sling.</p> <ul style="list-style-type: none"> • Recognise a suspected: <ul style="list-style-type: none"> ○ Fracture or dislocation ○ Sprain or strain • Identify how to administer first aid for a casualty with suspected: 	

- **Fracture or dislocation**
- **Sprain or strain**
- **Demonstrate** how to apply:
 - A **support sling**
 - An **elevated sling**

3. Be able to provide first aid to a casualty with suspected head and spinal injuries.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge to know how to recognise a suspected head or spinal injury and how to administer first aid for a suspected head injury. Learners will demonstrate how to administer first aid for a casualty with a suspected spinal injury.

The learner must:

- Recognise a suspected:
 - **Head injury**
 - **Spinal injury**
- Identify how to administer first aid for a **suspected head injury**
- **Demonstrate** how to administer **first aid** for a casualty with a **suspected spinal injury**

4. Know how to provide first aid to a casualty with suspected chest injuries.

Delivery content:

The aim of this learning outcome is to provide learners with knowledge to identify how to administer first aid for suspected fractured ribs and penetrating chest injury.

The learner must:

- Identify how to **administer first aid** for suspected:
 - **Fractured ribs**
 - **Penetrating chest injury**

5. Know how to provide first aid to a casualty with burns and scalds.

Delivery content:

The aim of this learning outcome is to provide learners with knowledge and skills to recognise the severity of burns and scalds and also how to administer first aid for burns involving dry or wet heat, chemicals and electricity.

The learner must:

- Identify how to **recognise the severity of burns and scalds**

- Identify how to **administer first aid** for burns involving:
 - **Dry/wet heat**
 - **Chemicals**
 - **Electricity**

6. Know how to provide first aid to a casualty with an eye injury.

Delivery content:

The aim of this learning outcome is to provide learners with knowledge to know how to administer first aid for eye injuries involving dust, chemicals and embedded objects.

The learner must:

- Identify how to **administer first aid** for eye injuries involving:
 - **Dust**
 - **Chemicals**
 - **Embedded objects**

7. Know how to provide first aid to a casualty with suspected poisoning.

Delivery content:

The aim of this learning outcome is to provide learners with knowledge to know how poisonous substances can enter the body and how to administer first aid to a casualty with suspected sudden poisoning.

The learner must:

- Identify how **poisonous substances** can enter the **body**
- Identify how to **administer first aid to a casualty with suspected sudden poisoning**

8. Be able to provide first aid to a casualty with anaphylaxis.

Delivery content:

The aim of this learning outcome is to provide learners with the knowledge to recognise suspected anaphylaxis and how to administer first aid for a casualty with suspected anaphylaxis. Learners will also demonstrate the use of a 'training device' adrenaline auto-injector.

The learner must:

- Recognise **suspected anaphylaxis**
- Identify how to **administer first aid** for a casualty with **suspected anaphylaxis**

<ul style="list-style-type: none"> • Demonstrate the use of a ‘training device’ adrenaline auto-injector
<p>9. Know how to provide first aid to a casualty with suspected major illness.</p>
<p>Delivery content:</p> <p>The aim of this learning outcome is to provide learners with the knowledge to recognise and administer first aid for suspected major illness for example, heart attack, stroke, epileptic seizure, asthma attack and a diabetic hypoglycaemic emergency.</p> <p>The learner must:</p> <ul style="list-style-type: none"> • Recognise suspected: <ul style="list-style-type: none"> ○ Heart Attack ○ Stroke ○ Epileptic seizure ○ Asthma attack ○ Diabetic hypoglycaemic emergency • Identify how to administer first aid to a casualty suffering from: <ul style="list-style-type: none"> ○ Heart Attack ○ Stroke ○ Epileptic seizure ○ Asthma attack ○ Diabetic hypoglycaemic emergency

<p>Scope of Training</p> <p>The Scope of Training identifies areas that must be covered during the delivery of this unit. This is the minimum that is expected but tutors are expected to include other areas, knowledge of which will benefit their learners, based on location, types of work available and from the tutors own professional experience.</p>	
<p>Scope of Assessment</p>	
<p>Requirements</p>	
<p>Identify the information to be collected when gathering a casualty history</p>	<p>Information to be collected when gathering a casualty history may include:</p> <ul style="list-style-type: none"> • Signs and symptoms • Event history • Allergies

	<ul style="list-style-type: none"> • Past medical history • Last meal • Medication
<p>Demonstrate how to conduct a head to toe survey</p>	<p>Performing a systematic check of the casualty may include:</p> <ul style="list-style-type: none"> • Head and neck • Shoulders and chest • Abdomen • Legs and arms <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>
<p>Recognise a suspected:</p> <ul style="list-style-type: none"> • Fracture or dislocation • Sprain or strain 	<p>Recognising fractures, dislocations, sprains and strains may include:</p> <ul style="list-style-type: none"> • Pain • Loss of power • Unnatural movement • Swelling or bruising • Deformity • Irregularity • Crepitus • Tenderness
<p>Identify how to administer first aid for a casualty with suspected:</p> <ul style="list-style-type: none"> • Fracture or dislocation • Sprain or strain 	<p>Administering first aid for fractures and dislocations may include:</p> <ul style="list-style-type: none"> • Immobilising / keeping the injury still • Calling 999/112, or • Arranging transport to hospital <p>Administering first aid for sprains and strains may include:</p> <ul style="list-style-type: none"> • Rest • Ice • Compression/comfortable support • Elevation
<p>Demonstrate how to apply:</p> <ul style="list-style-type: none"> • A support sling • An elevated sling 	<p>Demonstrating the application of a sling must include:</p> <ul style="list-style-type: none"> • A support sling • An elevated sling

<p>Recognise a suspected:</p> <ul style="list-style-type: none"> • Head injury • Spinal injury 	<p>Recognising concussion, compression and fractured skull may include:</p> <ul style="list-style-type: none"> • Mechanism of injury • Signs and symptoms • Conscious levels <p>Recognising spinal injury may include:</p> <ul style="list-style-type: none"> • Mechanism of injury • Pain or tenderness in the neck or back <p>Head injury: includes concussion, compression and skull fracture. The learner is not expected to differentiate between these conditions.</p>
<p>Identify how to administer first aid for a suspected head injury</p>	<p>Administering first aid for a head injury may include:</p> <ul style="list-style-type: none"> • Determining when to call 999/112 • Maintaining airway and breathing • Monitoring response levels • Dealing with fluid loss
<p>Demonstrate how to administer first aid for a casualty with a suspected spinal injury</p>	<p>Administering first aid for spinal injuries may include:</p> <ul style="list-style-type: none"> • Calling 999/112 • Keeping the head and neck in-line • Safe method(s) of placing the casualty into a recovery position whilst protecting the spine (<i>if the airway is at risk</i>).
<p>Identify how to administer first aid for suspected:</p> <ul style="list-style-type: none"> • Fractured ribs • Penetrating chest injury 	<p>Administering first aid for suspected rib fracture may include:</p> <ul style="list-style-type: none"> • Calling 999/112 • Casualty positioning • Supporting the injury <p>Administering first aid for a penetrating chest injury may include:</p> <ul style="list-style-type: none"> • Calling 999/112 • Casualty positioning • Controlling bleeding around the wound (without covering the wound) • Leaving a sucking chest wound open to fresh air
<p>Identify how to recognise the severity of burns and scalds</p>	<p>Recognising the severity of burns and scalds may include:</p> <ul style="list-style-type: none"> • Cause • Age • Burn/scald size

	<ul style="list-style-type: none"> • Depth • Location
<p>Identify how to administer first aid for burns involving:</p> <ul style="list-style-type: none"> • Dry/wet heat • Chemicals • Electricity 	<p>Administering first aid for dry/wet heat burns may include:</p> <ul style="list-style-type: none"> • Cooling the burn • Removing jewellery and loose clothing • Covering the burn • Determining when to call 999/112 <p>Administering first aid for chemical burns may include:</p> <ul style="list-style-type: none"> • Ensuring safety • Brushing away dry/powder chemicals • Irrigating with copious amounts of water (unless contra-indicated) • Treating the face/eyes as priority <p>Administering first aid for electrical burns may include</p> <ul style="list-style-type: none"> • Ensuring it is safe to approach/touch the casualty • Checking DRABC and treating accordingly • Cooling the burns
<p>Identify how to administer first aid for eye injuries involving:</p> <ul style="list-style-type: none"> • Dust • Chemicals • Embedded objects 	<p>Administering first aid for dust in the eye may include:</p> <ul style="list-style-type: none"> • Irrigation with clean water • Ensuring the water runs away from the good eye <p>Administering first aid for a chemical in the eye may include:</p> <ul style="list-style-type: none"> • Irrigation with large volumes of clean water (unless contra-indicated due to the chemical involved) • Ensuring the water runs away from the good eye • Calling 999/112 <p>Administering first aid for an embedded object in the eye may include:</p> <ul style="list-style-type: none"> • Covering the injured eye • Ensuring the good eye is not used (cover if needed) • Calling 999/112 or arranging transport to hospital
<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"> • Ingested (swallowed) • Inhalation (breathed in) • Absorbed (through the skin)

	<ul style="list-style-type: none"> • Injected (directly into skin tissue, muscles or blood vessels)
<p>Identify how to administer first aid to a casualty with suspected sudden poisoning</p>	<p>Administering first aid for corrosive substances may include:</p> <p>Ensuring your own safety</p> <ul style="list-style-type: none"> • Substances on the skin – diluting and washing away with water • Swallowed substances – rinsing out the mouth then giving frequent sips of milk or water (subject to sufficient levels of response) • Calling 999/112 and giving information about the poison if possible • Protecting airway and breathing • Resuscitation if necessary using PPE/Barrier devices <p>Administering first aid for non-corrosive substances may include:</p> <ul style="list-style-type: none"> • Ensuring your own safety • Calling 999/112, and giving information about the poison if possible • Protecting airway and breathing • Resuscitation if necessary using PPE/barrier devices
<p>Recognise suspected anaphylaxis</p>	<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"> • Airway – Swelling of the tongue, lips or throat • Breathing – Difficult, wheezy breathing or tight chest • Circulation - • Dizziness, feeling faint or passing out • Pale, cold clammy skin and fast pulse • Nausea, vomiting, stomach cramps or diarrhoea <p>There may also be skin rash, swelling and/or flushing.</p>
<p>Identify how to administer first aid for a casualty with suspected anaphylaxis</p>	<p>Administering first aid for anaphylaxis may include:</p> <ul style="list-style-type: none"> • Calling 999/112 • Correct casualty positioning • Assisting to use their adrenaline auto-injector • Resuscitation if required
<p>Demonstrate the use</p>	<p>The use of a 'training device' adrenaline auto-injector: must be</p>

<p>of a 'training device' adrenaline auto-injector</p>	<p>demonstrated using a training device and NOT a live auto-injector</p>
<p>Recognise suspected:</p> <ul style="list-style-type: none"> • Heart Attack • Stroke emergency • Epileptic seizure • Asthma attack • Diabetic hypoglycaemic emergency 	<p>Recognising a heart attack may include:</p> <ul style="list-style-type: none"> • Sudden onset • Crushing chest pain • Skin appearance (for e.g. pale, grey, sweaty) • Variable pulse, • Shortness of breath <p>Recognising stroke may include performing the FAST test:</p> <p>F: Face A: Arms S: Speech T: Time to call 999/112</p> <p>Other stroke symptoms include sudden problems with balance, walking, dizziness, coordination, vision and severe headache.</p> <p>Recognising an epileptic seizure may include the following patterns:</p> <ul style="list-style-type: none"> • Aura • Tonic phase • Clonic phase • Recovery phase <p>Recognising an asthma attack may include:</p> <ul style="list-style-type: none"> • Difficulty breathing and speaking • Wheezy breathing • Pale and clammy skin • Cyanosis • Use of accessory muscles <p>Recognising a diabetic hypoglycaemic emergency may include:</p> <ul style="list-style-type: none"> • Fast onset • Lowered levels of response • Pale, cold and sweaty skin • Normal or shallow breathing • Rapid pulse
<p>Identify how to administer first aid to</p>	<p>Administering first aid for a heart attack may include:</p> <ul style="list-style-type: none"> • Correct casualty positioning

<p>a casualty suffering from:</p> <ul style="list-style-type: none"> • Heart Attack • Stroke • Epileptic seizure • Asthma attack • Diabetic hypoglycaemic emergency 	<ul style="list-style-type: none"> • Calling 999/112 • Calming and reassurance • Assisting to take an aspirin if indicated <p>Administering first aid for a stroke may include:</p> <ul style="list-style-type: none"> • Maintain airway and breathing • Correct casualty positioning • Calling 999/112 <p>Administering first aid for an epileptic seizure may include:</p> <ul style="list-style-type: none"> • Removing dangers and safely protect the head • Noting the time and duration of the seizure • Loosening tight clothing around the neck • Determining when to call 999/112 • Post seizure care, including monitoring of airway and breathing <p>Administering first aid for an asthma attack may include:</p> <ul style="list-style-type: none"> • Correct casualty positioning • Assisting a casualty to take their reliever inhaler and use a spacer device • Calming and reassurance • Determining when to call 999/112 <p>Administering first aid for a diabetic hypoglycaemic emergency may include:</p> <ul style="list-style-type: none"> • Giving 15-20g of glucose for conscious casualties (subject to sufficient response levels) • Providing further food or drink if casualty responds to glucose quickly • Determining when to call 999/112
<p>Simulation</p>	<p>Simulation is permitted in this unit. The following ACs must be assessed by practical demonstration: 1.2, 2.3, 3.2, 3.3, 8.3</p>

NOCN

Acero Building
1 Concourse Way
Sheaf Street
Sheffield
South Yorkshire
England
S1 2BJ

Tel: 0300 999 1177

Email: nocn@nocn.org.uk

www.nocn.org.uk