

# **Basic First Aid**

Entry Level 1 – Level 2

**Skills for Life and Work**  
**Unit Specification**

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## Unit Aim

This unit is part of the Skills for Life, Skills for Work, and Skills for Life and Work qualifications, available at Entry Level 1–3, Level 1 and Level 2 to support the 14-16 Curriculum for Wales.

The 'Basic First Aid' suite of units has been designed to develop learners' knowledge and practical skills to carry out every day first aid procedures and know what to do in an emergency, including knowing who to ask for support.

## Units from Other Awarding Organisations

Only units that form part of the approved Open Awards Skills for Life, Skills for Work, and Skills for Life and Work qualifications may contribute towards achievement of this qualification.

Units certificated by other Awarding Organisations, or units taken from other Open Awards qualifications, cannot contribute to the achievement of this qualification. This requirement applies across all levels and qualification sizes.

## Qualification Documentation

This Unit Specification is a mandatory document and must be read and applied alongside the relevant Qualification Guide (level-specific) and the Open Awards Provider Handbook.

## Progression Across Levels

This suite of units has been designed for learners ranging from Entry Level 1 – Level 2. Learners may progress through the levels throughout their education journey, or start at a higher level as appropriate to their level of learning, education targets and aspirations.

The table below summarises the areas of learning included within the units and how these are treated at each level.

| Concept                               | Entry 1                                                    | Entry 2                                                                                    | Entry 3                                                                    | Level 1                                                                                          | Level 2                                                                                    |
|---------------------------------------|------------------------------------------------------------|--------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>Understanding First Aid</b>        | State that first aid means helping someone hurt or unwell. | Identify signs of minor injuries & when to seek more help.                                 | Identify situations needing first aid & when emergency help is required.   | State what first aid is and why it matters (preserve life, prevent worsening, promote recovery). | Explain the role & responsibilities of a first aider, including assessment of incidents.   |
| <b>Recognising Injuries / Illness</b> | Identify when someone is hurt or unwell.                   | Identify signs of minor cuts, grazes, minor burns; recognise serious signs that need help. | Identify situations where first aid is needed; recognise serious symptoms. | Identify signs someone needs help; state how to check responsiveness & breathing.                | Describe assessing consciousness, airway, breathing; identify types of bleeding and shock. |
| <b>Responding Safely</b>              | State one way to stay calm and one way to stay safe.       | Follow simple hygiene & safety steps when giving basic first aid.                          | Identify key first aid kit items & demonstrate simple safe actions.        | Identify hazards; state safe steps & when to get help.                                           | Explain how to minimise risk in a first aid situation (self & others).                     |
| <b>Practical First Aid Skills</b>     | Demonstrate a simple action to get help.                   | Demonstrate treatment of minor cuts/burns                                                  | Demonstrate cleaning/covering cuts; cooling minor burns.                   | Demonstrate treatment of minor injuries + recovery position                                      | Demonstrate CPR (on manikin), choking response modelling,                                  |

|                           |                                                                        |                                                                                   |                                                                                |                                                            |                                                                                                |
|---------------------------|------------------------------------------------------------------------|-----------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------------------------|
|                           |                                                                        | at a basic level.                                                                 |                                                                                | with support.                                              | wound care, shock management.                                                                  |
| <b>Calling for Help</b>   | Identify two ways to get help; simulate calling for help with support. | State emergency number; demonstrate calling 999/112; identify non-emergency help. | State emergency number; outline key info to give; identify additional helpers. | State when to call 999; identify key information to give.  | Explain when/how to summon help; explain required information; describe post-incident actions. |
| <b>Understanding Risk</b> | Recognise unsafe situations (basic).                                   | Identify when to seek additional help for serious situations.                     | Identify and assess situations where first aid is needed.                      | Identify dangers in first aid situations.                  | Critically assess risk and explain actions to minimise risk.                                   |
| <b>Self-Management</b>    | Stay calm; recognise trusted helpers.                                  | Follow hygienic steps; participate safely.                                        | Show calm behaviour and safe participation.                                    | Demonstrate safe responses; know limits of own competence. | Evaluate own performance; understand limits and responsibility boundaries.                     |
| <b>Cognitive Demand</b>   | Recognise / state                                                      | Identify / demonstrate basic skills                                               | Describe + demonstrate                                                         | Describe + interpret + demonstrate with support            | Explain, demonstrate safely, compare, analyse, evaluate                                        |

## Delivery Requirements

Before delivery, providers must have an approved Delivery and Assessment Plan that maps teaching, learning and assessment to all (level-specific) assessment criteria in this Unit Specification.

Providers are expected to plan and deliver learning and assessment activities within standard school/college facilities. This unit should be accessible and deliverable without requiring specialist infrastructure, high-cost resources or restrictive entry conditions.

### Staffing Resources

Providers must ensure suitably qualified and experienced teachers are available to deliver and assess this unit.

Teachers must hold the following:

- a recognised teaching qualification;
- a recognised first aid qualification.

### Physical Resources

Providers must ensure suitable and sufficient resources are available to deliver and assess this unit. As a minimum this should include:

- Lesson Plans and Printed Handouts - The British Red Cross or St John Ambulance provide free teaching resources.
- Visual Aids - A projector, laptop, or screen to show presentations, videos etc., wipeboard and pens.
- CPR Manikin - Adult manikin ideally with feedback devices for compression depth and rate, as well as disinfectant wipes.
- First Aid Kits/ Consumables – First aid manuals/ leaflets, Pocket masks / face shields with spare valves, roller bandages, sterile gauze pads, adhesive tape, antiseptic wipes, plasters, disposable gloves, triangular bandages etc.
- Appropriate space with mat to practice recovery position.

In addition, audio-visual recording equipment could be used to support capture of evidence and quality assurance.

### Entry Requirements

Learners do not require any prior learning or qualifications for any of the units within this suite. However, as the level of complexity of language increased through the levels, the provider must complete robust initial assessments to ensure the learner is able to access the content at the level they are starting.

## Assessment Approach

This suite of units has been designed to be assessed through assessment tasks and activities designed by the provider.

Providers must undertake pre-course verification prior to assessment taking place to confirm tasks cover all assessment criteria and are appropriate to the level.

All assessment criteria must be met in full for the learner to be awarded a 'pass'. No partial award can be made if any assessment criteria is not met.

Learners are required to collate evidence in a portfolio of evidence. This can be presented digitally (e.g., through an e-portfolio system) or as paper-based as appropriate to the individual learner. Wherever possible, e-portfolios are encouraged.

Assessors must assess the evidence collated by the learner against the assessment criteria within the unit to determine whether each has been met in full or not. All assessment decisions are subject to internal quality assurance (IQA) by the provider and external quality assurance (EQA) by Open Awards before the result is confirmed.

The following types of assessment tasks have been determined to be suitable for this unit at each level.

### Entry Level 1

Assessment of Basic First Aid at Entry Level 1 should include:

| Assessment Type                  | Examples of Tasks (Basic First Aid E1)                                         |
|----------------------------------|--------------------------------------------------------------------------------|
| <b>Matching</b>                  | Match pictures of a hurt/unwell person to the word "needs help".               |
| <b>Picture Selection</b>         | Choose which image shows a minor injury (e.g., cut vs. healthy skin).          |
| <b>Pointing / Identifying</b>    | Learner points to someone who looks unwell in a scenario image.                |
| <b>Sorting</b>                   | Sort images into "safe actions" vs. "unsafe actions".                          |
| <b>Demonstration (Supported)</b> | Simulate calling for help; show a simple action such as shouting for an adult. |
| <b>Simple Reflection</b>         | State one way to stay calm or safe.                                            |

## Entry Level 2

Assessment of Basic First Aid at Entry Level 2 should include:

| Assessment Type                   | Examples of Tasks (Basic First Aid E2)                                                  |
|-----------------------------------|-----------------------------------------------------------------------------------------|
| Identification Tasks              | Identify signs of a cut, graze, burn, illness.                                          |
| Scenario Selection                | Identify when additional help is required (e.g., "Which person needs emergency help?"). |
| Basic Demonstrations              | Demonstrate first aid for a small cut with support; demonstrate cooling a minor burn.   |
| Safety/Hygiene Tasks              | Show glove use; hand washing; selecting safe actions.                                   |
| First Aid Kit Selection           | Select correct items for an injury (e.g., plaster, wipe, dressing).                     |
| Calling-for-Help Simulation       | Simulate calling 999/112 and state essential information.                               |
| Short Verbal or Written Responses | Identify people who can help in non-emergencies.                                        |

## Entry Level 3

Assessment of Basic First Aid at Entry Level 3 should include:

| Assessment Type          | Examples of Tasks (Basic First Aid E3)                                                 |
|--------------------------|----------------------------------------------------------------------------------------|
| Short Descriptions       | Describe situations where first aid may be needed.                                     |
| Recognition Tasks        | Identify key first aid kit items and their uses.                                       |
| Demonstrations           | Clean and cover a minor cut; cool and treat a minor burn; follow simple hygiene steps. |
| Scenario-Based Responses | Explain when to ask for help; identify serious symptoms.                               |
| Emergency Call Outline   | Outline the information to give when calling 999.                                      |
| Supported Reflection     | Identify who else could help and why.                                                  |

## Level 1

Assessment of Basic First Aid at Level 1 should include:

| Assessment Type                | Examples of Tasks (Basic First Aid L1)                                                             |
|--------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Structured Descriptions</b> | Describe signs of injury; describe what first aid means; describe dangers.                         |
| <b>Demonstrations</b>          | Treat cuts and burns; help someone faint/unwell; place casualty in recovery position with support. |
| <b>Reasoning Tasks</b>         | State when to call 999; describe why certain signs indicate serious issues.                        |
| <b>Hazard Identification</b>   | Identify hazards in staged scenes.                                                                 |
| <b>Information Tasks</b>       | State information needed by emergency services.                                                    |
| <b>Skill Sequencing</b>        | Sequence steps of treating a minor injury.                                                         |

## Level 2

Assessment of Basic First Aid at Level 2 should include:

| Assessment Type                   | Examples of Tasks (Basic First Aid L2)                                                                         |
|-----------------------------------|----------------------------------------------------------------------------------------------------------------|
| <b>Explanatory Tasks</b>          | Explain first aider responsibilities; explain DR-ABC; explain risk minimisation.                               |
| <b>Advanced Demonstrations</b>    | CPR on manikin; choking first aid actions (modelled, not applied to a peer); wound management; treating burns. |
| <b>Comparison Tasks</b>           | Compare signs of shock vs fainting; compare different types of bleeding.                                       |
| <b>Scenario Analysis</b>          | Analyse what to do in complex situations (e.g., unresponsive breathing vs non-breathing casualty).             |
| <b>Emergency Communication</b>    | Explain what information to give emergency services and why.                                                   |
| <b>Post-Incident Requirements</b> | Describe what must be recorded after an incident and why.                                                      |
| <b>Reflective Evaluation</b>      | Evaluate the effectiveness of own first aid response or practice tasks.                                        |

## Unit Content

### Entry level 1

**Unit Title:** Basic First Aid

**Unit Reference Number:** CBM026

**Level:** Entry Level One

**Credit Value:** One (1)

**Guided Learning Hours:** 10

**Unit Aim:** To develop learners' knowledge and practical skills to carry out every day first aid procedures and know what to do in an emergency, including knowing who to ask for support.

#### Principles of Progression

Progression Step 1 - I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I am beginning to know how to respond and get help.

| Learning Outcome (The Learner will):                                   | Assessment Criterion (The Learner can):                                  |
|------------------------------------------------------------------------|--------------------------------------------------------------------------|
| 1. Know when someone might need help                                   | 1.1 Identify when a person is hurt or unwell and may need first aid help |
| 2. Understand that first aid is help for someone who is hurt or unwell | 2.1 State that first aid means helping someone who is hurt or ill        |
| 3. Be able to ask for help in an emergency                             | 3.1 Identify two ways to get help                                        |
|                                                                        | 3.2 Demonstrate a simple action to get help                              |
| 4. Know how to be calm and safe in an emergency                        | 4.1 Identify one way to keep safe in an emergency                        |
|                                                                        | 4.2 Identify one way to stay calm                                        |

| Indicative Content |                                                                                                                                                                                                                                                                                                                                           |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>L01</b>         | AC 1.1 Learners <b>must</b> spot when someone is hurt or unwell (e.g., images, role-play).                                                                                                                                                                                                                                                |
| <b>L02</b>         | AC 2.1 Learners <b>must</b> provide a simple definition of first aid. For example, “helping someone who is hurt or sick”.                                                                                                                                                                                                                 |
| <b>L03</b>         | AC 3.1 Learners <b>must</b> know trusted people to ask for help and learn the emergency number 999/112.<br><br>AC3.2 With support, learners <b>must</b> simulate/ act out getting help. For example, making a pretend phone call or shouting for an adult.                                                                                |
| <b>L04</b>         | AC 4.1 Learners <b>must</b> identify how they can stay safe. For example, check for danger, (don’t touch broken glass, keep back from fire etc.) or stay with an adult.<br><br>AC4.2 Learners <b>must</b> identify how they can remain calm. For example, using calming actions (take a deep breath/breathe deeply etc.) or speak slowly. |

|                                                                                  |                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Principles of Progression</b>                                                 | Progression Step 1 - I am beginning to recognise some of the behaviours, conditions and situations that affect my physical health and well-being and I am beginning to know how to respond and get help. |
| <b>Area of Learning Experience</b>                                               | Health and Well-being                                                                                                                                                                                    |
| <b>Statement of What Matters</b>                                                 | Developing physical health and well-being has lifelong benefits                                                                                                                                          |
| <b>Links to the Four Purposes</b>                                                | Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.                                                                                                 |
| <b>Cross-curricular Skills</b>                                                   | Literacy                                                                                                                                                                                                 |
| <b>Integral Skills</b>                                                           | Personal Effectiveness                                                                                                                                                                                   |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Understanding how caring for others and using resources responsibly supports wellbeing in everyday life                                                                                                  |

## Relevant Cross-Cutting Themes

| Theme        | Rationale                                                                                                                                                                                            |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Human Rights | <p>It supports learners in developing confidence, motivation, and knowledge to act in emergencies.</p> <p>It contributes to self-worth by empowering learners to care for themselves and others.</p> |

## Entry level 2

**Unit Title:** Basic First Aid

**Unit Reference Number:** CBM027

**Level:** Entry Level Two

**Credit Value:** One (1)

**Guided Learning Hours:** 10

**Unit Aim:** To develop learners' knowledge and practical skills to carry out every day first aid procedures and know what to do in an emergency, including knowing who to ask for support.

### Principles of Progression

Progression Step 2 - I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way.

| Learning Outcome (The Learner will):                              | Assessment Criterion (The Learner can):                          |
|-------------------------------------------------------------------|------------------------------------------------------------------|
| 1. Know common situations where basic first aid is needed         | 1.1 Identify signs of common minor injuries or illnesses         |
|                                                                   | 1.2 Identify when to seek additional help for serious conditions |
| 2. Be able to carry out basic first aid for common minor injuries | 2.1 Demonstrate how to treat a small cut or graze                |
|                                                                   | 2.2 Demonstrate how to treat a minor burn or scald               |
|                                                                   | 2.3 Follow hygiene and safety procedures when giving first aid   |
|                                                                   | 2.4 Select appropriate first aid items for a given injury        |
| 3. Know how to get help in an emergency                           | 3.1 Give examples of who can provide help in an emergency        |
|                                                                   | 3.2 State the correct emergency number to call in the UK         |

| Learning Outcome (The Learner will): | Assessment Criterion (The Learner can):                            |
|--------------------------------------|--------------------------------------------------------------------|
|                                      | 3.3 Demonstrate how to call the emergency number to call in the UK |
|                                      | 3.4 Identify other sources of help in non-emergency situations     |

| Indicative Content |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>L01</b>         | <p>AC 1.1 Learners <b>must</b> recognise common minor injuries or illnesses. For example, small cuts, grazes, minor burns and feeling unwell.</p> <p>AC1.2 Learners should know to seek help from an adult or emergency services when they recognise serious situations. For example, someone unresponsive, not breathing, or bleeding heavily.</p>                                                                                                                                         |
| <b>L02</b>         | <p>AC 2.1 Learners <b>must</b> demonstrate basic care for minor cuts with support.</p> <p>AC2.2 Learners <b>must</b> demonstrate basic care for minor burns with support.</p> <p>AC2.3 Learners <b>must</b> be aware of not putting themselves in danger, wearing gloves and washing hands, not touching blood and staying calm.</p> <p>AC2.4 Learners <b>must</b> demonstrate select of appropriate items from a basic first aid kit. For example, plasters, gloves, wipes, dressings.</p> |
| <b>L03</b>         | <p>AC 3.1 This should include who to ask for help from in different settings e.g., in education setting, at home, in the community.</p> <p>AC 3.2 Learners <b>must</b> know to call 999 or 112.</p> <p>AC3.3 Learners <b>must</b> simulate calling 999 or 112 and providing key facts. For example, what has happened and location.</p> <p>AC3.4 Learners <b>must</b> know who else to ask for help: teacher, first aider, nearby adult etc.</p>                                            |

|                                                                                  |                                                                                                                                                                                             |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Principles of Progression</b>                                                 | Progression Step 2 - I can recognise some of the behaviours, conditions and situations that affect my physical health and well-being, and I know how to respond and get help in a safe way. |
| <b>Area of Learning Experience</b>                                               | Health and Well-being                                                                                                                                                                       |
| <b>Statement of What Matters</b>                                                 | Developing physical health and well-being has lifelong benefits                                                                                                                             |
| <b>Links to the Four Purposes</b>                                                | Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.                                                                                    |
| <b>Cross-curricular Skills</b>                                                   | Literacy                                                                                                                                                                                    |
| <b>Integral Skills</b>                                                           | Personal Effectiveness                                                                                                                                                                      |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Understanding how caring for others and using resources responsibly supports wellbeing in everyday life.                                                                                    |

| <b>Relevant Cross-Cutting Themes</b> |                                                                                                                                                                                                      |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme</b>                         | <b>Rationale</b>                                                                                                                                                                                     |
| Human Rights                         | <p>It supports learners in developing confidence, motivation, and knowledge to act in emergencies.</p> <p>It contributes to self-worth by empowering learners to care for themselves and others.</p> |

## Entry level 3

**Unit Title:** Basic First Aid

**Unit Reference Number:** CBM028

**Level:** Entry Level Three

**Credit Value:** One (1)

**Guided Learning Hours:** 10

**Unit Aim:** To develop learners' knowledge and practical skills to carry out every day first aid procedures and know what to do in an emergency, including knowing who to ask for support.

### Principles of Progression

Progression Step 3 - I can identify and assess risks, and I can take steps to reduce them.

| Learning Outcome (The Learner will):                                | Assessment Criterion (The Learner can):                                        |
|---------------------------------------------------------------------|--------------------------------------------------------------------------------|
| 1. Know how to identify basic first aid needs and when to seek help | 1.1 Identify situations where first aid may be needed                          |
|                                                                     | 1.2 Identify when to seek help from a responsible person or emergency services |
| 2. Be able to carry out basic first aid actions                     | 2.1 Identify contents of a basic first aid kit                                 |
|                                                                     | 2.2 Demonstrate how to clean and cover a minor cut or graze                    |
|                                                                     | 2.3 Demonstrate how to cool and treat a minor burn or scald                    |
| 3. Know how to call for appropriate help in an emergency            | 3.1 State the correct emergency number to call in the UK                       |
|                                                                     | 3.2 Outline what information to give when calling emergency services           |
|                                                                     | 3.3 Identify other people who can help in an emergency situation               |

## Indicative Content

**LO1** AC 1.1 Learners **must** know first aid is helping someone who is hurt or unwell before professional help arrives. They must be able to recognise common minor injuries they can provide first aid for. For example, small cuts, grazes, minor burns.

AC1.2 Learners should know to seek help when they recognise serious situations. For example, someone unconscious, not breathing, or bleeding heavily.

**LO2** AC 2.1 Learners **must** identify key items from a basic first aid kit. For example, plasters, wipes, bandages, leaflet.

AC 2.2 Learners **must** demonstrate basic care for cuts. They must also demonstrate basis hygiene and safety procedures. For example, wearing gloves and washing hands.

AC2.3 Learners **must** demonstrate basic care for burns. They must also demonstrate basis hygiene and safety procedures. For example, wearing gloves and washing hands.

**LO3** AC 3.1 Learners **must** be aware of when and how to call 999 or 112.

AC3.2 Learners **must** know key information to give including location, what happened, who is injured.

AC3.3 Learners **must** know who else to ask for help: teacher, first aider, nearby adult etc.

|                                                                                  |                                                                                                          |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>Principles of Progression</b>                                                 | Progression Step 3- I can identify and assess risks, and I can take steps to reduce them.                |
| <b>Area of Learning Experience</b>                                               | Health and Well-being                                                                                    |
| <b>Statement of What Matters</b>                                                 | Developing physical health and well-being has lifelong benefits                                          |
| <b>Links to the Four Purposes</b>                                                | Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society. |
| <b>Cross-curricular Skills</b>                                                   | Literacy                                                                                                 |
| <b>Integral Skills</b>                                                           | Personal Effectiveness                                                                                   |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Understanding how caring for others and using resources responsibly supports wellbeing in everyday life  |

| <b>Relevant Cross-Cutting Themes</b> |                                                                                                                                                                                                      |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme</b>                         | <b>Rationale</b>                                                                                                                                                                                     |
| Human Rights                         | <p>It supports learners in developing confidence, motivation, and knowledge to act in emergencies.</p> <p>It contributes to self-worth by empowering learners to care for themselves and others.</p> |

## Level 1

**Unit Title:** Basic First Aid

**Unit Reference Number:** CBM029

**Level:** Level One

**Credit Value:** One (1)

**Guided Learning Hours:** 10

**Unit Aim:** To develop learners' knowledge and practical skills to carry out every day first aid procedures and know what to do in an emergency, including knowing who to ask for support.

### Principles of Progression

Progression Step 4 - I can anticipate, assess and manage risks.

| Learning Outcome (The Learner will):                    | Assessment Criterion (The Learner can):                       |
|---------------------------------------------------------|---------------------------------------------------------------|
| 1. Know what first aid is and who can help              | 1.1 State what first aid means                                |
|                                                         | 1.2 Identify who can give first aid and when to ask for help  |
| 2. Recognise when someone needs help                    | 2.1 Identify signs that someone is hurt or unwell             |
|                                                         | 2.2 State how to check if someone is responsive and breathing |
| 3. Know how to keep yourself safe when giving first aid | 3.1 Identify dangers in a first aid situation                 |
|                                                         | 3.2 State how to stay safe and get help                       |
| 4. Be able to get help in an emergency                  | 4.1 State when to call 999 or ask an adult for help           |
|                                                         | 4.2 Identify what to say when calling emergency services      |
| 5. Be able to help with simple first aid situations     | 5.1 Demonstrate how to help someone with a small cut or graze |

| Learning Outcome (The Learner will): | Assessment Criterion (The Learner can):                                    |
|--------------------------------------|----------------------------------------------------------------------------|
|                                      | 5.2 Demonstrate how to cool a minor burn or scald                          |
|                                      | 5.3 Demonstrate how to help someone who is feeling unwell or in shock      |
|                                      | 5.4 Demonstrate how to place someone in the recovery position with support |

| Indicative Content |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>L01</b>         | <p>AC 1.1 Learners <b>must</b> provide a simple explanation of first aid and why it matters</p> <ul style="list-style-type: none"> <li>• Protect life</li> <li>• Prevent situation getting worse</li> <li>• Promote recovery</li> </ul> <p>AC1.2 Learners should know to ask for help when they are unable to deal with a situation by themselves. Learners must state who can help: friends, adults, teachers, 999 and 112 and know they must not do anything that have not been trained to do.</p> |
| <b>L02</b>         | <p>AC 2.1 Learners <b>must</b> know signs of someone needing help: not moving, bleeding, crying, confused etc.</p> <p>AC2.2 Learners should know how to undertake a basic breathing check: look and listen.</p>                                                                                                                                                                                                                                                                                      |
| <b>L03</b>         | <p>AC 3.1 Learners <b>must</b> be aware of common hazards that might be associated with a first aid situation: fire, traffic, water, broken glass etc.</p> <p>AC3.2 Learners <b>must</b> know how to stay safe: don't touch blood, ask an adult, wear gloves if available. They must also know how to summon help.</p>                                                                                                                                                                               |

## Indicative Content

### **LO4** AC 4.1 Learners **must** know when to call 999

When casualty:

- is unresponsive
- is not breathing
- has severe bleeding
- has a major burn
- is in shock
- is having seizures or chest pain
- they have any other significant concerns.

AC4.2 Learners **must** know what information to provide the emergency services, e.g.,

- name and location
- nature of emergency
- number and condition of casualties
- hazards present
- First aid already given.

### **LO5** AC 5.1 Learners **must** be able to show how to clean a graze and apply a plaster.

- wear gloves
- clean wound with water/wipes
- apply sterile dressing or plaster.

AC5.2 Learners **must** be able to show how to cool a minor burn or scald by holding it under running cold water over a minor burn

- cool under cool running water for at least 20 minutes
- cover with a clean dressing
- do not apply creams or adhesive dressings.

AC5.3 Learners **must** be able to recognise the signs of someone feeling faint or weak and show what to do (lie down, keep warm, tell an adult).

AC5.4 Learners **must** be able to show how to put someone into the recovery position slowly and with help.

|                                                                                  |                                                                                                          |
|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <b>Principles of Progression</b>                                                 | Progression Step 4- I can anticipate, assess and manage risks.                                           |
| <b>Area of Learning Experience</b>                                               | Health and Well-being                                                                                    |
| <b>Statement of What Matters</b>                                                 | Developing physical health and well-being has lifelong benefits                                          |
| <b>Links to the Four Purposes</b>                                                | Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society. |
| <b>Cross-curricular Skills</b>                                                   | Literacy                                                                                                 |
| <b>Integral Skills</b>                                                           | Personal Effectiveness                                                                                   |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Understanding how caring for others and using resources responsibly supports wellbeing in everyday life. |

| <b>Relevant Cross-Cutting Themes</b> |                                                                                                                                                                                                      |
|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Theme</b>                         | <b>Rationale</b>                                                                                                                                                                                     |
| Human Rights                         | <p>It supports learners in developing confidence, motivation, and knowledge to act in emergencies.</p> <p>It contributes to self-worth by empowering learners to care for themselves and others.</p> |

## Level 2

**Unit Title:** Basic First Aid

**Unit Reference Number:** CBM030

**Level:** Level Two

**Credit Value:** One (1)

**Guided Learning Hours:** 10

**Unit Aim:** To develop learners' knowledge and practical skills to carry out every day first aid procedures and know what to do in an emergency, including knowing who to ask for support.

### Principles of Progression

Progression Step 5 - I can critically evaluate factors and implications, including risks, when making decisions individually and collectively.

| Learning Outcome (The Learner will):                           | Assessment Criterion (The Learner can):                                        |
|----------------------------------------------------------------|--------------------------------------------------------------------------------|
| 1. Understand the role and responsibilities of a first aider   | 1.1 Identify the role and responsibilities of a first aider                    |
|                                                                | 1.2 Identify first aid equipment and how it should be used                     |
|                                                                | 1.3 Describe how to assess an incident                                         |
|                                                                | 1.4 Explain how to minimise risk to self and others                            |
| 2. Be able to manage an unresponsive casualty who is breathing | 2.1 Describe how to assess a casualty's level of consciousness                 |
|                                                                | 2.2 Demonstrate how to check a casualty's airway and breathing                 |
|                                                                | 2.3 Identify when to place an unresponsive casualty in the recovery position   |
|                                                                | 2.4 Demonstrate how to place an unresponsive casualty in the recovery position |

| Learning Outcome (The Learner will):                                 | Assessment Criterion (The Learner can):                                                   |
|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| 3. Be able to manage an unresponsive casualty who is not breathing   | 3.1 Describe how to identify the need to provide CPR                                      |
|                                                                      | 3.2 Safely demonstrate how to provide CPR                                                 |
| 4. Be able to support a casualty who is choking                      | 4.1 Describe how to identify a casualty with a blocked airway                             |
|                                                                      | 4.2 Safely demonstrate how to provide first aid to a casualty who is choking              |
| 5. Be able to perform basic wound management techniques              | 5.1 Identify types of external bleeding                                                   |
|                                                                      | 5.2 Describe how to control external bleeding                                             |
|                                                                      | 5.3 Demonstrate how to provide first aid for minor cuts and grazes                        |
|                                                                      | 5.4 Demonstrate how to provide first aid for minor burns and scalds                       |
| 6. Understand how to support a casualty who is in shock              | 6.1 Describe how to provide first aid to a casualty who is in shock                       |
| 7. Understand how to seek support in the case of a medical emergency | 7.1 Explain when and how to summon help                                                   |
|                                                                      | 7.2 Explain what information should be communicated when dealing with a medical emergency |
|                                                                      | 7.3 Describe the actions to be completed following any medical emergency                  |

### Indicative Content

**LO1** AC 1.1 Learners should know a first aider provides immediate care to preserve life, prevent the condition worsening, and promote recovery.

Key responsibilities:

## Indicative Content

- assess the situation quickly and safely
- protect themselves and bystanders
- only undertake actions they are trained and competent to perform
- call for help when needed
- keep accurate records of incidents
- offer reassurance and monitor the casualty.

AC 1.2 Learners should be familiar with typical workplace first aid kit items and their purpose:

- gloves – infection control
- sterile dressings – cover and protect wounds
- bandages – secure dressings, apply pressure
- plasters – minor wounds
- triangular bandage – sling or support
- face shield – barrier device during CPR
- burn gel/cooling gel – cooling minor burns
- scissors – cutting clothing or dressings
- wipes/saline pods – cleaning wounds.

AC 1.3 Learners should use the DR-ABC approach:

D – Danger: Check for hazards (traffic, electricity, fire, sharps).

R – Response: Check if the casualty responds (shout, gently shake shoulders).

A – Airway: Open airway using head-tilt/chin-lift.

B – Breathing: Look, listen, feel for breathing.

C – Circulation: Check for signs of severe bleeding.

They should also be familiar with:

- Primary survey: life-threatening conditions
- Secondary survey: full head-to-toe check if casualty is stable.

AC1.4 Learner should consider factors such as:

- importance of personal safety first
- ensure scene is stable before providing care
- remove hazards where possible (turn off electricity, move bystanders)
- avoid unnecessary contact with bodily fluids
- good hygiene and hand washing.

## Indicative Content

**L02** AC 2.1 Learners should consider approaches such as:

AVPU scale:

- A – Alert
- V – Responds to Voice
- P – Responds to Pain
- U – Unresponsive

Check:

- orientation (name, place, time)
- speech and coordination
- responsiveness to stimuli.

AC 2.2 Learners should demonstrate:

- open the airway: head-tilt/chin-lift
- check breathing for no more than 10 seconds
- look for chest movement
- listen for breathing sounds
- feel for breath on your cheek.

AC 2.3 Learners could consider instances such as:

- casualty is unresponsive but breathing normally
- there is no suspicion of spinal injury
- they are vomiting or have fluid in the mouth
- you need to leave them temporarily to get help.

AC 2.4 Learners should safely demonstrate this using a recognised approach on a volunteer.

**L03** AC 3.1 Learners should identify key factors including:

- casualty is unresponsive
- not breathing normally
- no chest movement
- no response to stimuli.

AC 3.2 Learners should demonstrate:

30 chest compressions:

- centre of chest, heel of hand
- depth: 5–6 cm
- rate: 100–120 per minute
- allow full recoil.

## Indicative Content

2 rescue breaths using a face shield

Keep going until:

- casualty recovers
- professional help takes over
- you become exhausted.

This demonstration **must only** be carried out on a first aid manikin.

**LO4** AC 4.1 Learners should recognise:

Mild obstruction:

- coughing
- speaking and breathing still possible.

Severe obstruction:

- inability to cough effectively
- silent attempts to breathe
- grasping throat
- turning blue (cyanosis).

AC 4.2 Learners are **not** required to demonstrate the techniques; they should model/ mimic the actions but not directly apply them to anyone. Learners are also only required to demonstrate how to provide first aid to a choking adult:

1. encourage coughing
2. up to 5 back blows between shoulder blades
3. up to 5 abdominal thrusts (Heimlich)
4. alternate 5 & 5 until blockage clears or casualty collapses
5. if unresponsive, begin CPR.

**LO5** AC 5.1 Learners should know:

- capillary bleeding – oozing
- venous bleeding – steady, dark flow
- arterial bleeding – bright red, spurting.

AC 5.2 Learners should be able to describe techniques such as:

- direct pressure on the wound
- elevation of limb (if appropriate)
- bandaging to maintain pressure
- call emergency services when severe or uncontrolled.

## Indicative Content

Learners are not required to understand use of haemostatic dressings or tourniquets.

AC 5.3 Learners should be able to demonstrate the following on simulated wounds:

- wear gloves
- clean wound with water/wipes
- apply sterile dressing or plaster
- check for signs of infection.

AC 5.4 Learners should be able to demonstrate the following on simulated burn or scald

- cool under cool running water for at least 20 minutes
- remove jewellery/clothing not stuck to the skin
- cover loosely with non-adhesive dressing.

Do NOT use:

- ice
- creams, oils, or butter
- adhesive dressings.

**LO6** AC 6.1 Learners should understand:

Signs of shock: pale, cold skin; rapid breathing; confusion; weakness

First aid steps:

- treat the underlying cause (control bleeding)
- lay casualty down and elevate legs if appropriate
- keep warm (blanket)
- reassure and monitor breathing
- do NOT give food or drink
- call emergency services.

**LO7** AC 7.1 Learners should understand:

They summon help when casualty:

- is unresponsive
- is not breathing
- has severe bleeding
- has a major burn
- is in shock
- is having seizures or chest pain.

## Indicative Content

- they have any other significant concerns.

Ways they could summon help:

- calling 999 or 112
- workplace emergency procedures (e.g., other first aiders)
- send a bystander if available.

AC 7.2 Learners should be prepared to provide the following information:

- name and location
- nature of emergency
- number and condition of casualties
- hazards present
- First aid already given.

AC7.3 Learners should be aware they must:

- provide relevant information to the emergency services
- report to relevant managers
- clean and restock first aid kit
- record the incident (accident book or workplace system)
- participate in debriefing
- review the incident for lessons learned.

|                                                                                  |                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Principles of Progression</b>                                                 | Progression Step 5- I can explore and experiment with my own creative ideas and those of others, demonstrating technical control, innovation, independent thinking and originality, showing confidence to take risks and developing resilience in order to overcome creative challenges. |
| <b>Area of Learning Experience</b>                                               | Health and Well-being                                                                                                                                                                                                                                                                    |
| <b>Statement of What Matters</b>                                                 | Developing physical health and well-being has lifelong benefits                                                                                                                                                                                                                          |
| <b>Links to the Four Purposes</b>                                                | Purpose 4 - Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.                                                                                                                                                                                 |
| <b>Cross-curricular Skills</b>                                                   | Literacy                                                                                                                                                                                                                                                                                 |
| <b>Integral Skills</b>                                                           | Personal Effectiveness                                                                                                                                                                                                                                                                   |
| <b>Understanding of sustainability in the world of work and/or everyday work</b> | Understanding how caring for others and using resources responsibly supports wellbeing in everyday life                                                                                                                                                                                  |

## Relevant Cross-Cutting Themes

| Theme        | Rationale                                                                                                                                                                                            |
|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Human Rights | <p>It supports learners in developing confidence, motivation, and knowledge to act in emergencies.</p> <p>It contributes to self-worth by empowering learners to care for themselves and others.</p> |