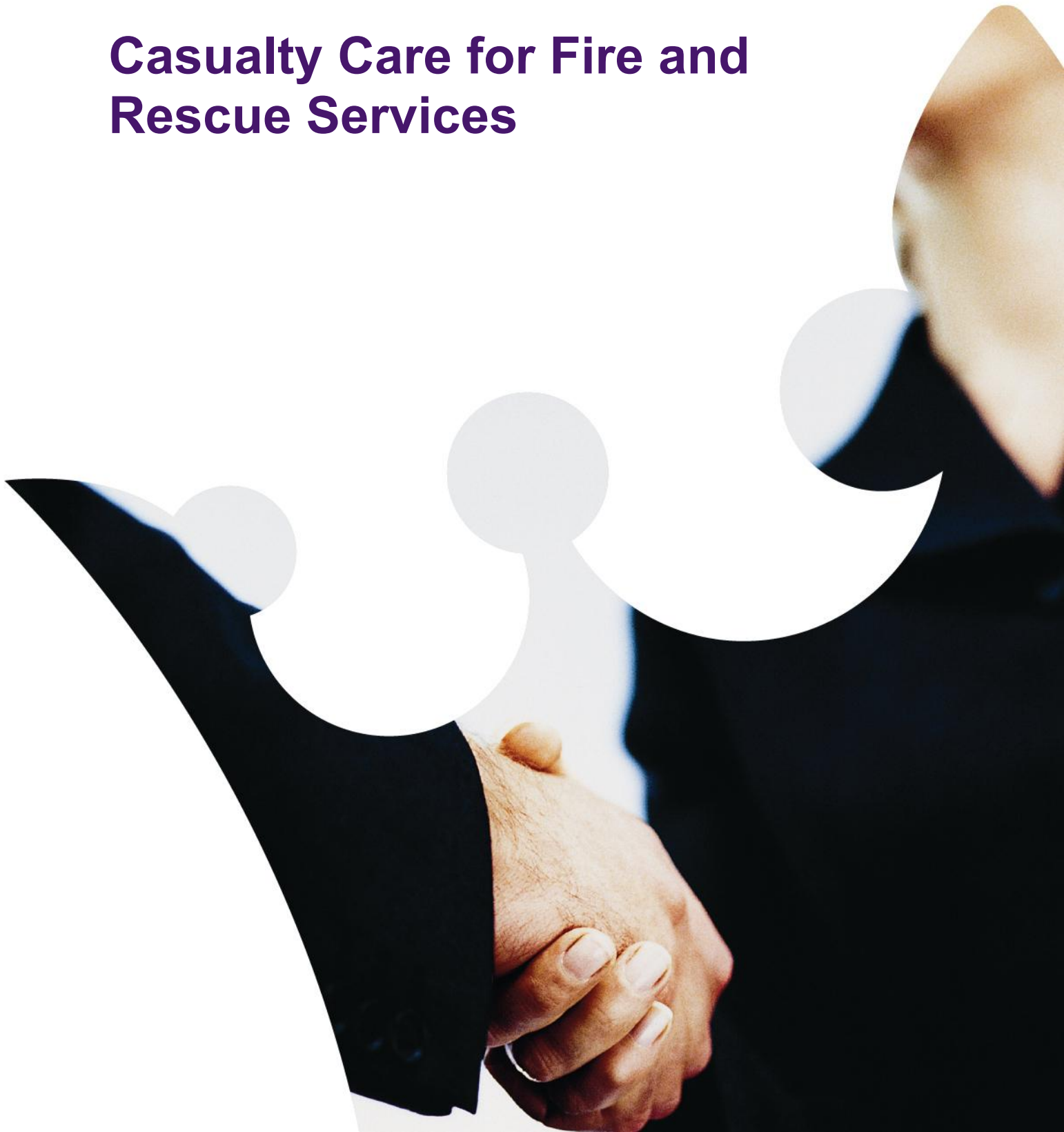


Casualty Care for Fire and Rescue Services



Qualification Handbook

SFJ Awards Level 3 Award in Casualty Care for Fire and Rescue Services

Qualification Number: 603/1435/7

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1 Introduction

1.1 About us

SFJ Awards is part of the Skills for Justice Group. For the last 10 years Skills for Justice has been working with employers, Governments of the UK and agencies within the skills system, to better equip workforces with the right skills now and for the future.

During this time Skills for Justice has earned an enviable reputation for its knowledge of the sector and its proactive approach to the development of skills and qualifications, along with an ability to deliver genuinely workable solutions for the employers it represents.

SFJ Awards is an awarding organisation that builds upon this reputation, and understands the specific challenges facing the Policing, Community Safety, Legal and Armed Forces sectors, enabling us to quality assure learning outcomes that are suited to the needs of the sectors.

Customer satisfaction is the cornerstone of our organisation, and is delivered through an efficient, customer-led service, providing excellent value for money.

1.2 Customer Service Statement

Our Customer Service Statement is published on SFJ Awards website giving the minimum level of service that Centres can expect. The Statement will be reviewed annually and revised as necessary in response to customer feedback, changes in legislation, and guidance from the qualifications Regulators.

1.3 Centre Support

SFJ Awards works in partnership with its customers. For help or advice contact:

SFJ Awards
Consult House
4 Hayland Street
Sheffield
S9 1BY

Tel: 0114 284 1970

E-mail: info@sfjawards.com

Website: www.sfjawards.com

2 The Qualification

2.1 Overall Objective for the Qualification

This handbook relates to the following qualification:

- SFJ Awards Level 3 Award in Casualty Care for Fire and Rescue Services

The qualification covers:

- anatomy and physiology for casualty care
- primary and secondary surveys for casualty care
- traumatic emergencies
- medical emergencies
- adult and paediatric basic life support
- automated external defibrillation

The qualification is relevant to learners who are developing their knowledge and skills for providing immediate life support to a patient prior to the arrival of qualified paramedics. The qualification provides the knowledge and skills needed for the role, but does not lead to occupational competence.

2.2 Pre-entry Requirements

There are no pre-entry requirements for enrolling to complete this qualification.

2.3 Qualification structure

This qualification is made up of a total of 5 mandatory units. To be awarded this qualification the learner must achieve all 5 mandatory units as shown in the table below.

Mandatory Units				
Unit No	Odyssey Reference	Unit Title	Level	GLH
CCFRS1	1277	Understanding anatomy and physiology for casualty care	3	4
CCFRS2	1278	Perform a primary and secondary survey for casualty care	3	7
CCFRS3	1279	Manage traumatic emergencies	3	8

Mandatory Units				
Unit No	Odyssey Reference	Unit Title	Level	GLH
CCFRS4	1280	Manage medical emergencies	3	8
CCFRS5	1281	Adult and paediatric basic life support and automated external defibrillation	3	8

The detailed content of each of the units is provided in Section 6.

2.4 Total Qualification Time (TQT)

Total Qualification Time comprises of the following two elements.¹

- (a) The number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- (b) An estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

The Total Qualification Time for this qualification is **48** hours, of which **35** hours are Guided Learning.

Please note these are estimated hours. It is the responsibility of centres to decide the appropriate course duration, based on their learners' ability and level of existing knowledge. It is possible, therefore, that the number of guided learning hours will vary from one centre to another according to learners' needs.

Guided learning hours consist of all occasions when a member of training centre staff is present to give specific guidance towards the learning aim of the programme. This definition includes lectures, tutorials, supervised study and assignments. It does not include hours where supervision or assistance is of a general nature and is not specific to learners' study.

2.5 Age Restriction

This qualification is available to learners aged 18 years and over.

¹ Total Qualification Time criteria, Ofqual September 2015
<https://www.gov.uk/government/publications/total-qualification-time-criteria>

2.6 Opportunities for Progression

This qualification supports progression to a variety of emergency assistance and health care related qualifications.

2.7 Use of Languages

SFJ Awards business language is English and we provide assessment materials and qualification specifications that are expressed in English. Assessment specifications and assessment materials may be requested in Welsh or Irish and, where possible, SFJ Awards will try to fulfil such requests. SFJ Awards will provide assessment materials and qualification specifications that are expressed in Welsh or Irish and support the assessment of those learners, where the number of learners makes it economically viable for SFJ Awards to do so. More information is provided in the SFJ Awards' Use of Language Policy.

For learners seeking to take a qualification and be assessed in British Sign Language or Irish Sign Language, please refer to SFJ Awards' Reasonable Adjustments Policy. A learner may be assessed in British Sign Language or Irish Sign Language where it is permitted by SFJ Awards for the purpose of Reasonable Adjustment.

Policies are available on our website www.sfjawards.com or on request from SFJ Awards.

3 Centre Requirements

3.1 Assessment and Quality Assurance Requirements

Centres must be approved by SFJ Awards and also have approval to deliver the qualifications they wish to offer. This is to ensure centres have the processes and resources in place to deliver the qualifications. Approved centres must adhere to the requirements detailed in the SFJ Awards Centre Handbook, which includes information for centres on assessment and internal quality assurance processes and procedures and is available in the centres' area of the SFJ Awards website <http://sfjawards.com/approved-centres>.

Centres approved to offer the SFJ Awards Level 3 Award in Casualty Care for Fire and Rescue Services must ensure that there is a signed record that clinical governance arrangements are in place and that this record is available to SFJ Awards External Quality Assurers (EQAs).

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

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

Information on the induction and continuing professional development of those carrying out assessment and internal quality assurance must be made available by centres to SFJ Awards through the external quality assurance process.

This qualification handbook should be used in conjunction with the SFJ Awards Centre Handbook, the SFJ Awards Assessment Policy and the SFJ Awards Quality Assurance (Internal and External) Policy. All policies are available on the website www.sfjawards.com or available upon request from SFJ Awards.

3.2 Training Delivery Requirements

Due to the nature of the subject matter covered by this qualification, there are additional centre requirements for the delivery of training for the Level 3 Award in Casualty Care for Fire and Rescue Services. These requirements are to ensure that clinical governance arrangements are in place and high quality training is delivered to learners.

The centre must put in place and retain a named individual that takes lead responsibility for clinical governance arrangements related to this qualification.

The centre must ensure that trainers involved in learning delivery for the Level 3 Award in Casualty Care for Fire and Rescue Services are:

- occupationally competent in casualty care
- appropriately qualified in casualty care
- up-to-date with current evidence based practice
- providing learners with knowledge and skills based on current evidence based practice
- utilising resources that are consistent with current evidence based practice

4 Assessment

4.1 Qualification Assessment Methods

SFJ Awards Level 3 Award in Casualty Care for Fire and Rescue Services

Assessment methods that can be used for this qualification are as follows:

- Coursework
- E-assessment
- Multiple Choice Examination
- Portfolio of Evidence (including for example records of professional discussions, question and answer sessions, reflective accounts)
- Practical Demonstration / Assignment
- Written Examination

4.2 Assessors

4.2.1 Occupational Competence

Due to the risk-critical nature of the work, particularly when assessing in the justice and health sectors, and the legal implications of the assessment process, assessors must understand the nature and context of the learners' work. This means that assessors must be occupationally competent. Each assessor must therefore be, according to current sector practice, competent in the functions covered by the units they are assessing. They will have gained their occupational competence by working within the sector relating to the units or qualification they are assessing.

Assessors must be able to demonstrate consistent application of the skills and the current supporting knowledge and understanding in the context of a recent role directly related to the qualification units they are assessing as a practitioner, trainer or manager.

4.2.2 Occupational Knowledge

Where assessors are assessing knowledge-based qualifications, they must be occupationally knowledgeable.

4.2.3 Qualification Knowledge

Assessors must be familiar with the qualification units they are assessing. They must be able to interpret and make judgements on current working practices and technologies within the area of work.

4.2.4 Assessor Competence

Assessors must be able to make valid, reliable and fair assessment decisions. To demonstrate their competence, assessors must be:

- qualified with a recognised assessor qualification, or
- working towards a recognised assessor qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example, National Occupational Standard 9: Assess learner achievement² or Police Sector Standard for the Training of Assessors, Assessor Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each assessor meets these requirements, for example certificates of achievement or testimonials.

4.2.5 Continuing Professional Development

Assessors must actively engage in continuous professional development activities to maintain:

- occupational competence and knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an assessor.

4.3 Internal Quality Assurers

4.3.1 Occupational Knowledge

Internal quality assurers (IQAs) must be occupationally knowledgeable across the range of units for which they are responsible prior to commencing the role. Due to the risk-critical nature of the work, particularly in the justice and health sectors, and the legal implications of the assessment process, they must understand the nature and context of the assessors' work and that of their learners. This means that they must have worked closely with staff who carry out the functions covered by the qualifications, possibly by training or supervising them, and have sufficient knowledge of these functions to be able to offer credible advice on the interpretation of the units.

4.3.2 Qualification Knowledge

IQAs must understand the content, structure and assessment requirements for the qualification(s) they are internal quality assuring.

Centres should provide IQAs with an induction to the qualifications that they are responsible for quality assuring. IQAs should also have access to ongoing training and updates on current issues relevant to these qualifications.

² National Occupational Standards for Learning and Development, LLUK 2010

4.3.3 Internal Quality Assurer Competence

IQAs must occupy a position in the organisation that gives them the authority and resources to:

- coordinate the work of assessors
- provide authoritative advice
- call meetings as appropriate
- conduct pre-delivery internal quality assurance on centre assessment plans, for example, to ensure that any proposed simulations are fit for purpose
- visit and observe assessment practice
- review the assessment process by sampling assessment decisions
- ensure that assessment has been carried out by assessors who are occupationally competent, or for knowledge-based qualifications occupationally knowledgeable, in the area they are assessing
- lead internal standardisation activity
- resolve differences and conflicts on assessment decisions.

To demonstrate their competence, IQAs must be:

- qualified with a recognised internal quality assurance qualification, or
- working towards a recognised internal quality assurance qualification, or
- able to prove equivalent competence through training to appropriate national standards, for example National Occupational Standard 11: Internally monitor and maintain the quality of assessment³ or Police Sector Standard for the Training of Internal Verifiers, Internal Verifier Standard.

Approved centres will be required to provide SFJ Awards with current evidence of how each IQA meets these requirements, for example certificates of achievement or testimonials.

4.3.4 Continuing Professional Development

IQAs must actively engage in continuous professional development activities to maintain:

- occupational knowledge by keeping up-to-date with the changes taking place in the sector(s) for which they carry out assessments
- professional competence and knowledge as an IQA.

4.4 External Quality Assurers

External quality assurers (EQAs) are appointed by SFJ Awards to approve centres and to monitor the assessment and internal quality assurance carried out by centres. SFJ Awards is responsible for ensuring that their external quality assurance team have:

³ National Occupational Standards for Learning and Development, LLUK 2010

- sufficient occupational knowledge
- current experience of external quality assurance
- access to appropriate training and support.

External quality assurance is carried out to ensure that there is compliance, validity, reliability and good practice in centres. EQAs must have appropriate occupational and verifying knowledge and expertise.

4.4.1 External Quality Assurer Competence

To demonstrate their competence, EQAs must be:

- qualified with a recognised external quality assurance qualification, or
- working towards a recognised external quality assurance qualification.

4.4.2 Continuing Professional Development

EQAs must maintain their occupational and external quality assurance knowledge. They will attend training and development designed to keep them up-to-date, facilitate standardisation between staff and share good practice.

4.5 Assessing Knowledge and Understanding

Knowledge-based assessment involves establishing what the learner knows or understands at a level appropriate to the qualification. The depth and breadth of knowledge required at the different qualification levels are defined in Ofqual's level descriptors.⁴ Further information on qualification levels is included in the SFJ Awards Assessment Policy.

Assessments must be:

- Fair
- Robust
- Rigorous
- Authentic
- Sufficient
- Transparent
- Appropriate.

Good practice when assessing knowledge includes use of a combination of assessment methods to ensure that as well as being able to recall information, the learner has a broader understanding of its application in the workplace. This ensures that qualifications are a valid measure of a learner's knowledge and understanding.

⁴ Qualification and Component Levels: Requirements and Guidance for All Awarding Organisations and All Qualifications, Ofqual 2015 www.gov.uk/government/publications/qualification-and-component-levels

A proportion of any summative assessment may be conducted in controlled environments to ensure conditions are the same for all learners. This could include use of:

- Closed book conditions, where learners are not allowed access to reference materials
- Time bound conditions
- Invigilation.

4.6 Methods for Assessing Knowledge, Understanding and Skills

SFJ Awards expects assessors to use a variety of different assessment methods to make a decision about an individual's knowledge, understanding and skills. Assessment methods are likely to include a combination of the following:

- a) Written tests in a controlled environment
- b) Multiple choice questions
- c) Evidenced question and answer sessions with assessors
- d) Evidenced professional discussions
- e) Written assignments (may include scenario-based written assignments)
- f) Practical demonstration / assignment

Where written assessments are used, centres must maintain a sufficient bank of assignments which are changed regularly.

Discussions allow learners to describe and reflect on their performance and knowledge in relation to the standards. Assessors can use discussions to test the authenticity, validity and reliability of a learner's evidence. Written/audio records of discussions must be maintained.

Questioning can be carried out orally or in written form and used to cover any gaps in assessment or corroborate other forms of evidence. Written/audio records of all questioning must be maintained.

Learners are expected to demonstrate their skills through practical demonstration and the unit guidance states where simulation can be used.

4.7 Assessment Planning

Planning assessment allows a holistic approach to be taken, which focuses on assessment of the learner's work activity as a whole. This means that the assessment:

- reflects the skills requirements of the workplace
- saves time
- streamlines processes
- makes the most of naturally occurring evidence opportunities.

Planning assessment enables assessors to track learners' progress and incorporate feedback into the learning process; assessors can therefore be sure that learners have had

sufficient opportunity to acquire the skills and knowledge to perform competently and consistently to the standards before being assessed. The assessment is therefore a more efficient, cost effective process which minimises the burden on learners, assessors and employers.

4.8 Standardisation

Internal and external standardisation is required to ensure the consistency of evidence, assessment decisions and qualifications awarded over time.

4.8.1 Internal standardisation

IQAs should facilitate internal standardisation events for assessors to attend and participate, in order to review evidence used, make judgments, compare quality and come to a common understanding of what is sufficient.

4.8.2 External standardisation

SFJ Awards will enable access to external standardisation opportunities for centres and EQAs over time.

Further information on standardisation is available in the SFJ Awards Quality Assurance (Internal and External) Policy and the SFJ Awards Standardisation Policy.

4.9 Recognition of Prior Learning (RPL)

'Recognition of prior learning (RPL) is the process of recognising previous formal, informal or experiential learning so that the learner avoids having to repeat learning/assessment within a new qualification. RPL is a broad concept and covers a range of possible approaches and outcomes to the recognition of prior learning (including credit transfer where an awarding organisation has decided to attribute credit to a qualification)'.⁵

The use of RPL encourages transferability of qualifications and/or units, which benefits both learners and employers. SFJ Awards supports the use of RPL and centres must work to the principles included in Section 6 Assessment and Quality Assurance of the SFJ Awards Centre Handbook and outlined in SFJ Awards Recognition of Prior Learning Policy.

4.10 Equality and Diversity

Centres must comply with legislation and the requirements of the RQF relating to equality and diversity. There should be no barriers to achieving a qualification based on:

- Age
- Disability
- Gender

⁵ After the QCF: A New Qualifications Framework, Ofqual 2015
<https://www.gov.uk/government/consultations/after-the-qcf-a-new-qualifications-framework>

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

Reasonable adjustments are made to ensure that learners who are disabled are not disadvantaged in any way. Learners must declare their needs prior to the assessment and all necessary reasonable adjustment arrangements must have been approved by SFJ Awards and implemented before the time of their assessment.

Further information is available in the SFJ Awards Reasonable Adjustments and Special Considerations Policy and the SFJ Awards Equality of Opportunity Policy.

4.11 Health and Safety

SFJ Awards is committed to safeguarding and promoting the welfare of learners, employees and volunteers and expect everyone to share this commitment.

SFJ Awards fosters an open and supportive culture to encourage the safety and well-being of employees, learners and partner organisations to enable:

- learners to thrive and achieve
- employees, volunteers and visitors to feel secure
- everyone to feel assured that their welfare is a high priority.

Assessment of competence based qualifications in the justice sector can carry a high risk level due to the nature of some roles. Centres must therefore ensure that due regard is taken to assess and manage risk and have procedures in place to ensure that:

- qualifications can be delivered safely with risks to learners and those involved in the assessment process minimised as far as possible
- working environments meet relevant health and safety requirements.

5 Training Delivery

5.1 Trainers

All Trainers involved in the delivery of learning for this qualification must:

1. have the necessary current knowledge, skills and competences relevant to casualty care training
2. possess relevant qualification(s) to support the delivery of casualty care training
3. keep themselves up-to-date with current evidence based practice relevant to the units within the qualification
4. provide learners with input that is based on current evidence based practice
5. utilise training resources that are consistent with current evidence based practice

5.2 Lead Responsibility for Clinical Governance

The assessment centre must put in place procedures to ensure that clinical governance arrangements are maintained. These procedures will largely be covered by the internal and external quality assurance arrangements. However, the assessment centre must also ensure that a suitably qualified, experienced and competent individual takes lead responsibility for the clinical governance arrangements at the centre. The clinical governance lead will need to ensure that:

1. trainers delivering the casualty care programme have the necessary current knowledge, skills and competences for the course content
2. trainers possess relevant and current casualty care qualification(s) to deliver the learning
3. learning provision is based on current evidence based practice
4. training resources are consistent with current evidence based practice
5. arrangements are in place to keep trainers up to date with current evidence based practice
6. there is a signed record that the above clinical governance arrangements are in place and that this record is available to SFJ Awards EQAs and representatives

6 Qualification Units

Unit code	CCFRS1	
Title	Understanding anatomy and physiology of the human body for casualty care	
Unit summary	This unit is about understanding the anatomy and physiology of the human body for providing casualty care.	
Level	3	
Guided Learning Hours (GLH)	4	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand five of the major structures of the human body relevant to casualty care	1.1	Identify the following major structures of the human body: <ul style="list-style-type: none"> • respiratory • cardiovascular • nervous • digestive • muscular skeletal
2. Understand the functions of five of the major structures of the human body relevant to casualty care	2.1	Explain the functions of the following major structures of the human body: <ul style="list-style-type: none"> • respiratory • cardiovascular • nervous • digestive • muscular skeletal
Additional information about the unit		
Guidance	The learning and assessment required for this unit could be achieved prior to a training event e.g. by distance and/or e-learning.	

Unit code	CCFRS2	
Title	Perform a primary and secondary survey for casualty care	
Unit summary	This unit is about performing a primary and secondary survey for casualty care.	
Level	3	
Guided Learning Hours (GLH)	7	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Be able to perform a primary survey of a casualty	1.1 Explain the purpose of a primary survey 1.2 Assess the scene safety and manage risks 1.3 Control a severe haemorrhage 1.4 Perform a basic airway examination 1.5 Manage airway problems 1.6 Conduct a breathing assessment 1.7 Manage abnormal breathing 1.8 Conduct a circulation check 1.9 Identify and treat signs of shock 1.10 Assess neurological disability 1.11 Manage exposure and environment	
2. Be able to perform a secondary survey of a casualty	2.1 Explain the purpose of a secondary survey 2.2 Monitor the casualty and manage appropriately 2.3 Obtain a comprehensive history 2.4 Perform a secondary physical assessment 2.5 Assess and record vital signs 2.6 Share information with relevant others	
Additional information about the unit		
Guidance	Simulations may be used for this unit. A primary survey is likely to cover: <ul style="list-style-type: none"> • Catastrophic Haemorrhage • Airway • Cervical Spine • Breathing • Circulation • Disability • Exposure and Environment The primary survey is essential in order to determine if someone has any life threatening injuries or illnesses. Each step should be followed methodically,	

	<p>with each life-threatening condition dealt with in order of priority.</p> <p>A secondary survey is likely to cover a complete examination of the patient from top to toe, both front and back. The secondary survey is only to be commenced after the primary survey has been completed and the casualty is stable.</p> <p>Training providers may choose to further enhance delivery within the development of session plans (e.g. protocols for scene assessment, use of PPE).</p>
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Unit code	CCFRS3	
Title	Manage traumatic emergencies	
Unit summary	This unit is about managing trauma related emergencies.	
Level	3	
Guided Learning Hours (GLH)	8	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand traumatic emergencies	1.1 Identify the following traumatic emergencies: <ul style="list-style-type: none"> • head injuries • spinal • chest • abdominal • extremity • burns 	1.2 Explain treatments for the following traumatic emergencies: <ul style="list-style-type: none"> • head injuries • spinal • chest • abdominal • extremity • burns
2. Be able to manage traumatic emergencies	2.1 Manage the following traumatic emergencies: <ul style="list-style-type: none"> • head injuries • spinal • chest • abdominal • extremity • burns 	
Additional information about the unit		
Assessment guidance	<p>Simulations may be used for this unit.</p> <p>The achievement of this unit is likely to cover skeletal stabilisation and the use of immobilisation for rescue from entrapment.</p> <p>Training providers may choose to further enhance delivery within the development of session plans.</p>	

Unit code	CCFRS4	
Title	Manage medical emergencies	
Unit summary	This unit is about managing medical emergencies.	
Level	3	
Guided Learning Hours (GLH)	8	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand medical emergencies	1.1 Identify the following medical emergencies: <ul style="list-style-type: none"> • acute coronary syndromes • chronic obstructive pulmonary disease • cerebrovascular accidents • diabetes mellitus • convulsions 1.2 Explain the treatments for the following medical emergencies: <ul style="list-style-type: none"> • acute coronary syndromes • chronic obstructive pulmonary disease • cerebrovascular accidents • diabetes mellitus • convulsions 	
2. Be able to manage medical emergencies	2.1 Manage the following medical emergencies: <ul style="list-style-type: none"> • acute coronary syndromes • chronic obstructive pulmonary disease • cerebrovascular accidents • diabetes mellitus • convulsions 	
Additional information about the unit		
Assessment guidance	Simulations may be used for this unit. Training providers may choose to further enhance delivery within the development of session plans	

Unit code	CCFRS5	
Title	Adult and paediatric basic life support and automated external defibrillation	
Unit summary	This unit is about providing basic life support to adults and paediatrics. It also covers providing automated external defibrillation.	
Level	3	
Guided Learning Hours (GLH)	8	
Learning Outcomes <i>The learner will:</i>	Assessment Criteria <i>The learner can:</i>	
1. Understand basic life support requirements	1.1 Explain the principles that underpin basic life support 1.2 Explain the circumstances under which resuscitation is performed 1.3 Explain why early intervention is necessary	
2. Be able to demonstrate basic life support techniques	2.1 Demonstrate basic life support in line with current national guidelines 2.2 Demonstrate the use of airways adjuncts* 2.3 Describe the adjustments to be made for patients with a laryngectomy or a tracheostomy 2.4 Demonstrate how to manage a choking patient according to current national guidelines 2.5 Demonstrate the safe use of an automated external defibrillator	
3. Be able to demonstrate the recovery position	3.1 Demonstrate how to place a patient in the recovery position 3.2 Explain the risks when placing patients in the recovery position	
Additional information about the unit		
Assessment guidance	Simulations may be used for this unit. * Airways adjuncts may include (for example): <ul style="list-style-type: none"> • oropharyngeal airways • nasopharyngeal airways • supraglottic airway devices Training providers may choose to further enhance delivery within the development of session plans	

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