Dearbhú Cáilíochta agus Cáilíochtaí Éireann
Quality and Qualifications Ireland

Component Specification

Occupational First Aid

NFQ Level 5

5N1207

1. Component Details

Title	Occupational First Aid
Teideal as Gaeilge	Garchabhair Oibre
Award Class	Minor
Code	5N1207
Level	5
Credit Value	5
Purpose	The purpose of this award is to equip the learner with the knowledge, skill and competence to provide and co-ordinate first aid in the workplace in compliance with the requirements of the Safety, Health and Welfare at Work (General Application) Regulations 2007 and the associated Guide to these Regulations.
Units	The Learning Outcomes are grouped into the following units:

1	FIRST AID IN THE WORKPLACE
2	PATIENT ASSESSMENT
3	RESPIRATORY EMERGENCIES
4	CARDIAC FIRST RESPONSE
5	WOUNDS AND BLEEDING
6	ALTERED LEVELS OF CONSCIOUSNESS
7	MUSCULOSKELETAL INJURIES

8 BURNS AND SCALDS, CHEMICALS, POISON, ELECTRIC SHOCK

Learning Outcomes

Learners will be able to:

1 FIRST AID IN THE WORKPLACE

1.1 list the role and responsibilities of the Occupational First Aider (OFA)

1.2 describe the OFA's responsibility related to personal safety

1.3 discuss the roles and responsibilities of the OFA towards others at the scene of an incident including the patient and bystanders

1.4 describe the importance of scene safety for the rescuers

1.5 assess for scene safety

1.6 apply the principles of standard infection control precautions such as hand washing, glove use and disposal, clinical waste

disposal

1.7 explain the importance, necessity and legality of patient confidentiality

1.8 with reference to the First Aid Regulations and Guide: define the

terms 'first aid' and 'occupational first aider'; describe the duties of an employer, identify the contents of a first aid box for 11-25 persons and the minimum conditions and facilities of a first aid room

1.9 state the procedure for the activation of emergency services

1.10 list possible emotional reactions that an OFA may experience when faced with trauma, illness, death and dying

1.11 list the signs and symptoms of post traumatic stress

1.12 state possible steps that the OFA may take to help reduce and or alleviate stress

1.13 describe the role of post traumatic stress management

2 PATIENT ASSESSMENT

2.1 describe a primary and secondary survey

2.2 state the normal respiration rates for an adult at rest

2.3 list the methods to obtain a breathing rate

2.4 state the normal pulse rates for an adult at rest

2.5 list the methods to obtain a pulse rate

2.6 outline the methods to assess the skin colour, temperature, condition

2.7 differentiate between hot, cool and cold skin temperature

2.8 differentiate between a sign and symptom

2.9 explain the need to search for additional medical identification

2.10 outline the reason for forming a general impression of the patient

2.11 assess levels of consciousness including using the alert, verbal, pain, unresponsive (AVPU) scale

2.12 assess the patient for external bleeding

2.13 outline the airway, cervical spine, breathing and circulation (AcBC) approach to a trauma victim

2.14 explain how the mechanism of injury may lead to a risk of spinal injury

2.15 describe the requirements for an explicit handover between occupational first aiders and other health care practitioners including documentation as appropriate

2.16 demonstrate a primary and secondary survey

2.17 demonstrate assessment of breathing

2.18 demonstrate assessment of a pulse

2.19 demonstrate manual in-line stabilisation of the head in a suspected spinal injury

3 RESPIRATORY EMERGENCIES

3.1 define respiration

3.2 list the component parts of the respiratory system

3.3 list the functions of the respiratory system

3.4 list the percentage of oxygen in inspired and expired air

3.5 state the signs and symptoms of a patient with respiratory difficulties

3.6 list the signs of adequate air exchange

3.7 list the signs of respiratory arrest

3.8 define asthma

3.9 define foreign body airway obstruction

3.10 explain the functions of a barrier device

3.11 describe the correct use of a face shield or facemask

3.12 describe the steps in the management of a foreign body airway obstruction in the responsive and unresponsive adult (child and infant where appropriate)

3.13 demonstrate an open airway using the head tilt technique

3.14 demonstrate rescue breathing using mouth-to-mouth, mouth-to-mask or mouth-to-nose (infants only) techniques

3.15 recognise the signs of choking in an adult (child and infant where appropriate) and take the appropriate steps to clear the airway obstruction

3.16 demonstrate the relief of a foreign body airway obstruction in an unresponsive adult (child and infant where appropriate)

3.17 demonstrate the treatment of the patient with respiratory difficulties

3.18 demonstrate the treatment of the patient in respiratory arrest

4 CARDIAC FIRST RESPONSE

4.2 explain the importance of calling the emergency services

4.3 retrieve an automated external defibrillator (AED)

4.5 describe when to start CPR

4.6 describe when to use an AED

4.7 list the 4 major life threatening emergencies

4.10 explain the functions of an AED

4.11 outline the conditions in which an AED is used

4.12 list the safety precautions for use of an AED

4.13 list the special considerations for use of an AED

4.21 assess responsiveness

4.1 describe the links in the chain of survival for adult (child and infant where appropriate)

4.4 explain the importance of early cardio pulmonary resuscitation (CPR) and defibrillation

4.8 define heart attack, stroke, cardiac arrest and foreign body airway obstruction

4.9 list the signs of heart attack, stroke, cardiac arrest and foreign body airway obstruction

4.14 list the steps of one-rescuer adult CPR (child and infant where appropriate)

4.15 describe the appropriate actions to take for each AED voice prompt

4.16 list the obvious signs of death and describe when resuscitation is not indicated

4.17 describe the legal implication for those who attempt to provide pre-hospital emergency care

4.18 describe the clinical indemnity issues for those who attempt to provide pre-hospital emergency care

4.19 describe the importance of the pre-hospital emergency care continuum emphasising the integration of all pre-hospital emergency responders

4.20 list the steps to be taken prior to aspirin (Acetylsalicylic Acid) 300mg tablet administration for cardiac chest pain

4.22 demonstrate the techniques of airway, breathing and circulation assessment in an adult (child and infant where appropriate)

4.23 perform one-rescuer adult CPR (child and infant where appropriate)

4.24 demonstrate safe defibrillation with an AED (adult only) with minimal delay and interruption in CPR

4.25 demonstrate how to troubleshoot the most common problems that might be encountered whilst using an AED

4.26 demonstrate the recovery position

4.27 demonstrate the steps in aspirin (Acetylsalicylic Acid) 300mg tablet administration for a patient suspected of having cardiac chest pain

5 WOUNDS AND BLEEDING

5.1 list the components of the circulatory system

5.2 list the functions of blood

5.3 differentiate between arterial, venous and capillary bleeding

5.4 state the effects of severe bleeding

5.5 list wound types

5.6 demonstrate the control of bleeding using posture, expose, examination and elevation, pressure and shock (PEEPS)

5.7 outline the management of head, eye and facial injuries

5.8 outline the management of internal bleeding

5.9 outline the management of crush injuries

5.10 outline the benefit of tying a reef knot

5.11 demonstrate the application of pre-packed sterile dressings to various body sites

5.12 demonstrate the application of bandages to various body sites

5.13 demonstrate using a triangular bandage the narrow fold, broad fold, arm sling and elevation sling

5.14 demonstrate the treatment of a nose bleed

5.15 demonstrate the procedure to clean a simulated minor wound

5.16 demonstrate the treatment of surface injuries to the head, ear and face using items from a first aid kit

6 ALTERED LEVELS OF CONSCIOUSNESS

6.1 define shock

6.2 state the primary causes of shock

6.3 list the signs and symptoms of shock

6.4 outline the treatment of a patient in shock

6.5 outline how monitoring vital signs can indicate the condition of a patient

6.6 list the functions of the nervous system

6.7 define altered level of consciousness

6.8 list the causes of altered level of consciousness

6.9 differentiate between concussion and compression

6.10 define fainting

6.11 list the signs and symptoms of a faint

6.12 outline the treatment of a patient with altered level of consciousness

6.13 define diabetes and epilepsy and outline appropriate treatment

6.14 demonstrate the position used to treat a patient in shock

6.15 demonstrate the recovery position

6.16 demonstrate the treatment of the patient with altered level of consciousness

7 MUSCULOSKELETAL INJURIES

7.1 list the functions of the skeleton

7.2 define a fracture, sprain, strain and dislocation

7.3 list the causes of a fracture

7.4 differentiate between open, closed and complicated fractures

7.5 list the signs and symptoms of a fracture

7.6 outline the dangers of uncontrolled movement of a fracture and the conditions where a patient should/ should not be moved

7.7 demonstrate the treatment of an upper limb fracture using bandages

7.8 demonstrate the treatment of a shoulder dislocation

7.9 demonstrate the treatment of a soft tissue injury using the rest, ice, compress and elevate (RICE) method

7.10 demonstrate the treatment of a lower limb injury

8 BURNS AND SCALDS, CHEMICALS, POISON, ELECTRIC SHOCK

8.1 state the functions of the skin

8.2 differentiate between a burn and a scald

8.3 state the danger of burns

8.4 outline the treatment of minor burns

8.5 outline the treatment of major burns

8.6 outline the treatment of a chemical burn to the body

8.7 outline the treatment of a chemical burn to the eye

8.8 define a poison

8.9 list four routes of entry of a chemical or poison into the body

8.10 differentiate between a harmful, corrosive and toxic chemical

8.11 outline the treatment for each route of entry of a chemical/poison

8.12 state the effects of low and high voltage electric current to the body

8.13 outline the safe management of a patient who is in contact with a live electrical source

8.14 outline the treatment of a patient who has been in contact with a live electrical source

8.15 demonstrate the treatment of a minor burn including the application of a burns dressing

8.16 demonstrate the treatment of a major burn

8.17 demonstrate the treatment of a chemical burn

8.18 demonstrate eye irrigation and the application of an eye pad

Assessment

General Information

Details of FET assessment requirements are set out in Assessment Guidelines for Providers.

All FET assessment is criterion referenced. Successful achievement of the award is based on learners attaining the required standards of knowledge, skill or competence.

The techniques set out below are considered the optimum approach to assessment for this component. In exceptional circumstances providers may identify alternative assessment techniques through the provider's application for programme validation which are **reliable** and **valid** but which are more appropriate to their context.

Assessment of a number of components may be integrated across programmes for delivery, provided that the learning outcomes of each minor award are assessed.

Group or team work may form part of the assessment, provided each learner's achievement is separately assessed.

All providers are required to submit an assessment plan as part of their application for programme validation. Assessment Plans will include information relating to scheduling and integration of assessment. See current FET validation guidelines at www.qqi.ie.

Assessment Techniques

In order to demonstrate that they have reached the standards of knowledge, skill and competence identified in all the learning outcomes, learners are required to complete the assessment(s) below.

The assessor is responsible for devising assessment instruments (e.g. project and assignment briefs, examination papers), assessment criteria and mark sheets, consistent with the techniques identified below and FETAC's assessment requirements.

Programme validation will require providers to map each learning outcome to its associated assessment technique. See current FET validation guidelines at www.qqi.ie.

All learning outcomes **must** be assessed and achieved

Skills Demonstration	80%

Examination - Theory 20%

Description

Skills Demonstration

A skills demonstration is used to assess a wide range of practical based learning outcomes including practical skills and knowledge. A skills demonstration will require the learner to complete a task or series of tasks that demonstrate a range of skills.

There are 2 separate Skills Demonstrations, each having a weighting of 40%.

Skills demonstration 1: Candidates will be assessed in the following basic life saving skills

- Cardiopulmonary Resuscitation (CPR)/Automated External

Defibrillator (AED)

This assessment must be passed in order to achieve the award.

Skills Demonstration 2: Candidates will be assessed in 2 of the following skill areas:

- Patient assessment
- Respiratory emergencies
- Wounds
- Bleeding
- Shock
- Altered levels of consciousness
- Musculoskeletal injuries
- Burns and scalds
- Electric shock

This assessment must be passed in order to achieve the award.

Examination - Theory

An examination provides a means of assessing a learner's ability to recall and apply knowledge, skills and understanding within a set period of time and under clearly specified conditions.

A theory-based examination assesses the ability to recall, apply and understand specific theory and knowledge.

The assessor will devise a theory based examination that assesses candidates ability to recall and apply theory and understanding, requiring responses to a range of short answer questions. These questions may be answered in different media such as in writing or orally. This assessment must be passed in order to achieve the award.

	The examination will be 45 minutes in duration. The format of the examination will be as follows: 22 short answer questions. Candidates are required to answer 20 (1 mark each) An OFA Instructor recognised by the Health and Safety Authority will act as the internal assessor and assess candidates.
Recognition of Prior Learning (RPL)	Learners may be assessed on the basis of their prior knowledge and experience. Providers must be specifically quality assured to assess learners by this means. To do so they must complete B10, see Provider's Quality Assurance Guidelines and be included on the Register of RPL approved providers. See RPL Guidelines at www.fetac.ie for further information and registration details.
Grading	Pass 50-64% Merit 65-79% Distinction 80-100%
Specific Validation Requirements	Providers must have the following in place to offer this award: 1. Use only Occupational First Aid Instructors named on the former OFAAA register at 31/10/2016. These continue to be recognised by the Health and Safety Authority until further notice 2. The assessment must be carried out by another instructor also on the former register at 31/10/2016
Supporting Documentation	1. Safety, Health and Welfare at Work (General Application) Regulations 2007
Access	To access programmes leading to this award the learner should have reached the standards of knowledge, skill and competence associated with the preceding level of the National Framework of Qualifications. This may have been achieved through a formal qualification or through relevant life and work experience.
Transfer	Successful completion of this component award enables the learner to transfer to programmes leading to other certificates where this component is a mandatory or an elective requirement.

2. FET Award Standards

QQI award standards are determined within the National Framework of Qualifications (NFQ), http://www.nfq-qqi.com. QQI determines standards for the education and training awards that it makes itself and that are made by providers to whom it has delegated authority to make an award. Providers offering programmes leading to QQI awards **must** have their programme(s) validated in accordance with current validation policy (see www.qqi.ie).

Award standards are designed to be consistent with the NFQ's award classes i.e. major, special purpose, supplemental and minor awards. They are expressed in terms of **learning outcomes** i.e. concise statements of what the learner is expected to know or be able to do in order to achieve a particular award. Learning outcomes for FET awards are contained within the associated specifications:

AWARD CLASS	STANDARDS	AWARDS
Major Award	Certificate Specification	Certificate (Levels 1 to 5) Advanced Certificate (Level 6)
Supplemental Award	Supplemental Specification	Supplemental Certificate (Level 3 to 6)
Special Purpose	Specific Purpose Specification	Specific Purpose Certificate (Levels 3 to 6)
Minor Award	Component Specification	Component Certificate (Levels 1 to 6)

Award standards are thresholds, they describe standards of knowledge, skill or competence to be acquired, and where appropriate, demonstrated, by a learner before an award may be made.

Award standards will be reviewed from time to time as necessary. Minor changes may be made by the QQI executive outside the review cycle where necessary. Changes to standards are published on QQI's website. Providers with validated programmes and providers with delegated authority to make awards are responsible for monitoring relevant standards and making necessary responses to changes.

3. FET Credit

Every FET certificate and component specification includes an FET credit value (Table 1). FET credit is quantified in multiples of 5 FET credits (up to 50 hours of learner effort). Learner effort is based on the time taken by typical learners at the level of the award to achieve the learning outcomes for the award. It includes all learning time involved including: guided learning hours, self-directed learning and assessment.

Table 1: FET Credit Values

NFQ Level	Major Awards Credit Values	Default Credit Values Minor Awards	Other Permitted Minor Award Credit Values	Special Purpose and Supplemental Award Credit Value Ranges
1	20	5	10	
2	30	5	10	
3	60	10	5,20	>5 and<60
4	90	10	5,15,20	>5 and<90
5	120	15	5,10,30	>5 and <120

6	120	15	5,10,30	>5 and <120

Guide to Level

Learning outcomes at this level include a broad range of skills that require some theoretical understanding. The outcomes may relate to engaging in a specific activity, with the capacity to use the instruments and techniques relating to an occupation. They are associated with work being undertaken independently, subject to general direction.

Strand	Sub-strand	Nature of learning
Knowledge	Breadth	Broad range of knowledge
	Kind	Some theoretical concepts and abstract thinking, with significant depth in some areas.
Know How & Skill	Range	Demonstrate a broad range of specialised skills and tools
	Selectivity	Evaluate and use information to plan and develop investigative strategies and to determine solutions to varied unfamiliar problems
Competence	Context	Act in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs; identify and apply skill and knowledge to a wide variety of contexts
	Role	Exercise some initiative and independence in carrying out defined activities; join and function within multiple, complex and heterogeneous groups
	Learning to Learn	Learn to take responsibility for own learning within a managed environment
	Insight	Assume full responsibility for consistency of self- understanding and behaviour

Extract from 'Determinations for the Outline National Framework of Qualifications': NQAI