

**The Further Education and Training Awards Council (FETAC)  
was set up as a statutory body on 11 June 2001  
by the Minister for Education and Science.  
Under the Qualifications (Education & Training) Act, 1999,  
FETAC now has responsibility for making awards  
previously made by NCVA.**



**Module Descriptor**

# **Occupational First Aid**

**Level 5**

**D20188**

**[www.fetac.ie](http://www.fetac.ie)**

## Level 5 Module Descriptor

### Summary of Contents

<b>Introduction</b>	Describes the context and objectives.
<b>Module Title</b>	Indicates the module content. This title appears on the learner's certificate. It can be used to download the module from the website <a href="http://www.fetac.ie">www.fetac.ie</a>
<b>Module Code</b>	An individual code is assigned to each module
<b>Level</b>	Indicates where the module is placed in the National Framework of Qualifications, from Level 3 to Level 6
<b>Credit Value</b>	Denotes the amount of credit that a learner accumulates on achievement of the module.
<b>Purpose</b>	Describes in summary what the learner will achieve on successfully completing the module and in what learning and vocational contexts the module has been developed. Where relevant, it lists what certification will be awarded by other certification agencies.
<b>Preferred Entry Level</b>	Recommends the level of previous achievement or experience of the learner.
<b>Special Requirements</b>	Usually 'none' but in some cases detail is provided here of specific learner or course provider requirements. There may also be reference to the minimum safety or skill requirements that learners must achieve prior to assessment.
<b>General Aims</b>	Describe in 3-5 statements the broad skills and knowledge learners will have achieved on successful completion of the module.
<b>Units</b>	Structure the learning outcomes; there may be no units.
<b>Specific Learning Outcomes</b>	Describes in specific terms the knowledge and skills that learners will have achieved on successful completion of the module.
<b>Portfolio of Assessment</b>	Provides details on how the learning outcomes are to be assessed.
<b>Grading</b>	Provides details of the grading system used.
<b>Individual Candidate Marking Sheets</b>	List the assessment criteria for each assessment technique and the marking system.
<b>Module Results Summary Sheet</b>	Records the marks for each candidate in each assessment technique and in total. It is an important record for centres of their candidate's achievements.
<b>Appendices</b>	Can include approval forms for national governing bodies.
<b>Glossary of Assessment Techniques</b>	Explains the types of assessment techniques used to assess standards.
<b>Assessment Principles</b>	Describes the assessment principles that underpin the FETAC (NCVA) approach to assessment.

## Introduction

A module is a statement of the standards to be achieved to gain an FETAC award. Candidates are assessed to establish whether they have achieved the required standards. Credit is awarded for each module successfully completed.

The standards in a module are expressed principally in terms of specific learning outcomes, i.e. what the learner will be able to do on successful completion of the module. The other elements of the module - the purpose, general aims, assessment details and assessment criteria - combine with the learning outcomes to state the standards in a holistic way.

While the FETAC is responsible for setting the standards for certification in partnership with course providers and industry, it is the course providers who are responsible for the design of the learning programmes. The duration, content and delivery of learning programmes should be appropriate to the learners' needs and interests, and should enable the learners to reach the standard as described in the modules. Modules may be delivered alone or integrated with other modules.

The development of learners' **core skills** is a key objective of vocational education and training. The opportunity to develop these skills may arise through a single module or a range of modules. The core skills include:

- taking initiative
- taking responsibility for one's own learning and progress
- problem solving
- applying theoretical knowledge in practical contexts
- being numerate and literate
- having information and communication technology skills
- sourcing and organising information effectively
- listening effectively
- communicating orally and in writing
- working effectively in group situations
- understanding health and safety issues
- reflecting on and evaluating quality of own learning and achievement.

Course providers are encouraged to design programmes which enable learners to develop core skills.

<b>1</b>	<b>Module Title</b>	<b>Occupational First Aid</b>
<b>2</b>	<b>Module Code</b>	<b>D20188</b>
<b>3</b>	<b>Level</b>	<b>5</b>
<b>4</b>	<b>Credit Value</b>	<b>1 credit</b>
<b>5</b>	<b>Purpose</b>	<p>This module is a statement of the standards to be achieved to gain a FETAC credit in Occupational First Aid at Level 5.</p> <p>The module is designed to provide the learner with the knowledge, practical skills and understanding required to provide and coordinate 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.</p>
<b>6</b>	<b>Preferred Entry Level</b>	FETAC Level 4 Certificate, Leaving Certificate or equivalent qualifications and/or relevant life and work experiences.
<b>7</b>	<b>Special Requirements</b>	<p>Module providers must use Occupational First Aid (OFA) Instructors registered with the Occupational First Aid Assessment Agent (OFAAA) on behalf of the Health and Safety Authority (HSA).</p> <p>In compliance with the requirement of the Guide to the Regulations, the assessment must be carried out by another instructor.</p>
<b>8</b>	<b>General Aims</b>	<i>Learners who successfully complete this module will:</i>
	<b>8.1</b>	understand the responsibilities of the occupational first aider
	<b>8.2</b>	be able to provide treatment for the purpose of preserving life or minimising the consequences of injury until discharge or the arrival of medical assistance
	<b>8.3</b>	be able to provide treatment in the workplace for an injury which does not require the attention of a medical practitioner or nurse
	<b>8.4</b>	be capable of coordinating first aid arrangements in the workplace
	<b>8.5</b>	be familiar with health and safety legislation on first aid provision in the workplace

**9 Units** The specific learning outcomes are grouped into 8 units.

**Unit 1 First aid in the workplace**

**Unit 2 Patient assessment**

**Unit 3 Respiratory emergencies**

**Unit 4 Cardiac first response**

**Unit 5 Wounds and bleeding**

**Unit 6 Altered levels of consciousness**

**Unit 7 Musculoskeletal injuries**

**Unit 8 Burns and scalds, chemicals, electric shock**

## **10 Specific Learning Outcomes**

**Unit 1 First Aid in the Workplace**

*Learners should be able to:*

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

**10.1.2** describe the OFA's responsibility related to personal safety

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

**10.1.4** describe the importance of scene safety for the rescuers

**10.1.5** assess for scene safety

**10.1.6** apply the principles of standard infection control precautions eg. hand washing, glove use and disposal, clinical waste disposal

**10.1.7** explain the importance, necessity and legality of patient confidentiality

**10.1.8** 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

**10.1.9** state the procedure for the activation of emergency services

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

**10.1.11** list the signs and symptoms of post traumatic stress

**10.1.12** state possible steps that the OFA may take to help reduce/alleviate stress

**10.1.13** describe the role of post traumatic stress management

## **Unit 2**

### **Patient Assessment**

#### ***Learners should be able to:***

- 10.2.1** describe a primary and secondary survey
- 10.2.2** state the normal respiration rates for an adult at rest
- 10.2.3** list the methods to obtain a breathing rate
- 10.2.4** state the normal pulse rates for an adult at rest
- 10.2.5** list the methods to obtain a pulse rate
- 10.2.6** outline the methods to assess the skin colour, temperature, condition
- 10.2.7** differentiate between hot, cool and cold skin temperature
- 10.2.8** differentiate between a sign and symptom
- 10.2.9** explain the need to search for additional medical identification
- 10.2.10** outline the reason for forming a general impression of the patient
- 10.2.11** assess levels of consciousness including using the alert, verbal, pain, unresponsive (AVPU) scale
- 10.2.12** assess the patient for external bleeding
- 10.2.13** outline the airway, cervical spine, breathing and circulation (AcBC) approach to a trauma victim
- 10.2.14** explain how the mechanism of injury may lead to a risk of spinal injury
- 10.2.15** describe the requirements for an explicit handover between occupational first aiders and other health care practitioners including documentation as appropriate
- 10.2.16** demonstrate a primary and secondary survey
- 10.2.17** demonstrate assessment of breathing
- 10.2.18** demonstrate assessment of a pulse
- 10.2.19** demonstrate manual in-line stabilisation of the head in a suspected spinal injury

**Unit 3****Respiratory Emergencies***Learners should be able to:*

- 10.3.1** define respiration
- 10.3.2** list the component parts of the respiratory system
- 10.3.3** list the functions of the respiratory system
- 10.3.4** list the percentage of oxygen in inspired and expired air
- 10.3.5** state the signs and symptoms of a patient with respiratory difficulties
- 10.3.6** list the signs of adequate air exchange
- 10.3.7** list the signs of respiratory arrest
- 10.3.8** define asthma
- 10.3.9** define foreign body airway obstruction
- 10.3.10** explain the functions of a barrier device
- 10.3.11** describe the correct use of a face shield or facemask
- 10.3.12** describe the steps in the management of a foreign body airway obstruction in the responsive and unresponsive adult (child and infant where appropriate)
- 10.3.13** demonstrate an open airway using the head tilt technique
- 10.3.14** demonstrate rescue breathing using mouth-to-mouth, mouth-to-mask or mouth-to-nose (infants only) techniques
- 10.3.15** recognise the signs of choking in an adult (child and infant where appropriate) and take the appropriate steps to clear the airway obstruction
- 10.3.16** demonstrate the relief of a foreign body airway obstruction in an unresponsive adult (child and infant where appropriate)
- 10.3.17** demonstrate the treatment of the patient with respiratory difficulties
- 10.3.18** demonstrate the treatment of the patient in respiratory arrest

## **Unit 4**

### **Cardiac First Response**

#### ***Learners should be able to:***

- 10.4.1** describe the links in the chain of survival for adult (child and infant where appropriate)
- 10.4.2** explain the importance of calling the emergency services
- 10.4.3** retrieve an automated external defibrillator (AED)
- 10.4.4** explain the importance of early cardio pulmonary resuscitation (CPR) and defibrillation
- 10.4.5** describe when to start CPR
- 10.4.6** describe when to use an AED
- 10.4.7** list the 4 major life threatening emergencies
- 10.4.8** define heart attack, stroke, cardiac arrest and foreign body airway obstruction
- 10.4.9** list the signs of heart attack, stroke, cardiac arrest and foreign body airway obstruction
- 10.4.10** explain the functions of an AED
- 10.4.11** outline the conditions in which an AED is used
- 10.4.12** list the safety precautions for use of an AED
- 10.4.13** list the special considerations for use of an AED
- 10.4.14** list the steps of one-rescuer adult CPR (child and infant where appropriate)
- 10.4.15** describe the appropriate actions to take for each AED voice prompt
- 10.4.16** list the obvious signs of death and describe when resuscitation is not indicated
- 10.4.17** describe the legal implication for those who attempt to provide pre-hospital emergency care
- 10.4.18** describe the clinical indemnity issues for those who attempt to provide pre-hospital emergency care
- 10.4.19** describe the importance of the pre-hospital emergency care continuum emphasising the integration of all pre-hospital emergency responders
- 10.4.20** list the steps to be taken prior to aspirin (Acetylsalicylic Acid) 300mg tablet administration for cardiac chest pain
- 10.4.21** assess responsiveness
- 10.4.22** demonstrate the techniques of airway, breathing and circulation assessment in an adult (child and infant where appropriate)
- 10.4.23** perform one-rescuer adult CPR (child and infant where appropriate)
- 10.4.24** demonstrate safe defibrillation with an AED (adult only) with minimal delay and interruption in CPR
- 10.4.25** demonstrate how to troubleshoot the most common problems that might be encountered whilst using an AED
- 10.4.26** demonstrate the recovery position

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

## Unit 5 **Wounds and Bleeding**

*Learners should be able to:*

10.5.1 list the components of the circulatory system

10.5.2 list the functions of blood

10.5.3 differentiate between arterial, venous and capillary bleeding

10.5.4 state the effects of severe bleeding

10.5.5 list wound types

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

10.5.7 outline the management of head, eye and facial injuries

10.5.8 outline the management of internal bleeding

10.5.9 outline the management of crush injuries

10.5.10 outline the benefit of tying a reef knot

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

10.5.12 demonstrate the application of bandages to various body sites

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

10.5.14 demonstrate the treatment of a nose bleed

10.5.15 demonstrate the procedure to clean a simulated minor wound

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

## Unit 6 **Altered Levels of Consciousness**

*Learners should be able to:*

10.6.1 define shock

10.6.2 state the primary causes of shock

10.6.3 list the signs and symptoms of shock

10.6.4 outline the treatment of a patient in shock

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

10.6.6 list the functions of the nervous system

10.6.7 define altered level of consciousness

10.6.8 list the causes of altered level of consciousness

- 10.6.9 differentiate between concussion and compression
- 10.6.10 define fainting
- 10.6.11 list the signs and symptoms of a faint
- 10.6.12 outline the treatment of a patient with altered level of consciousness
- 10.6.13 define diabetes and epilepsy and outline appropriate treatment
- 10.6.14 demonstrate the position used to treat a patient in shock
- 10.6.15 demonstrate the recovery position
- 10.6.16 demonstrate the treatment of the patient with altered level of consciousness

**Unit 7 Musculoskeletal Injuries**

*Learners should be able to:*

- 10.7.1 list the functions of the skeleton
- 10.7.2 define a fracture, sprain, strain and dislocation
- 10.7.3 list the causes of a fracture
- 10.7.4 differentiate between open, closed and complicated fractures
- 10.7.5 list the signs and symptoms of a fracture
- 10.7.6 outline the dangers of uncontrolled movement of a fracture and the conditions where a patient should/ should not be moved
- 10.7.7 demonstrate the treatment of an upper limb fracture using bandages
- 10.7.8 demonstrate the treatment of a shoulder dislocation
- 10.7.9 demonstrate the treatment of a soft tissue injury using the rest, ice, compress and elevate (RICE) method
- 10.7.10 demonstrate the treatment of a lower limb injury

**Unit 8 Burns and Scalds, Chemicals, Poison, Electric Shock**

*Learners should be able to:*

- 10.8.1 state the functions of the skin
- 10.8.2 differentiate between a burn and a scald
- 10.8.3 state the danger of burns
- 10.8.4 outline the treatment of minor burns
- 10.8.5 outline the treatment of major burns
- 10.8.6 outline the treatment of a chemical burn to the body
- 10.8.7 outline the treatment of a chemical burn to the eye
- 10.8.8 define a poison



## 11.2 Examination

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 e.g. in writing or orally

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 (1.5 mark each)

An OFA Instructor recognised by the Health and Safety Authority will act as the internal assessor and assess candidates.

## 12 Grading

Pass	50 - 64%
Merit	65 - 79%
Distinction	80 - 100%

<b>Individual Candidate Marking Sheet 1</b>	 <b>FETAC</b> <small>Further Education and Training Awards Council Cairde na nDáiríochtaí Breitheochum agus Oiliúna</small>	<b>Occupational First Aid D20188 Skills Demonstrations (2) 70%</b>
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**Candidate Name:** \_\_\_\_\_ **PPS No.:** \_\_\_\_\_

**Centre:** \_\_\_\_\_ **No.:** \_\_\_\_\_

Assessment Criteria	Maximum Mark	Candidate Mark
<b>Basic Life Saving Skills</b> <ul style="list-style-type: none"> <li>• <b>CPR /AED</b></li> </ul>	40	
<b>2 of the following occupational first aid skills</b> <ul style="list-style-type: none"> <li>• Patient assessment</li> <li>• Respiratory emergencies</li> <li>• Wounds</li> <li>• Bleeding</li> <li>• Shock</li> <li>• Altered levels of consciousness</li> <li>• Musculoskeletal injuries</li> <li>• Burns and scalds</li> <li>• Electric shock</li> </ul>	30	
<b>TOTAL MARKS</b> <i>This mark should be transferred to the Module Results Summary Sheet</i>	<b>70</b>	

**Internal Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature (Role):** \_\_\_\_\_ **Date:** \_\_\_\_\_

<b>Individual Candidate Marking Sheet 2</b>	 <b>FETAC</b> <small>Further Education and Training Awards Council Cairde na nOideacháin Breandachas agus Céile</small>	<b>Occupational First Aid D20188 Examination (Theory-Based) 30%</b>
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**Candidate Name:** \_\_\_\_\_ **PPS No.:** \_\_\_\_\_

**Centre:** \_\_\_\_\_ **No:** \_\_\_\_\_

Assessment Criteria	Maximum Mark	Candidate Mark
<b>Section A: short answer questions</b> 22 short answer questions, answer any 20 (1.5 marks each) (Indicate questions answered)		
Question No.:* _____	1.5	
_____	1.5	
_____	1.5	
_____	1.5	
_____	1.5	
_____	1.5	
_____	1.5	
_____	1.5	
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_____	1.5	
_____	1.5	
_____	1.5	
_____	1.5	
_____	1.5	
_____	1.5	
_____	1.5	
<b>TOTAL MARKS</b>	<b>30</b>	
<i>This mark should be transferred to the Module Results Summary Sheet</i>		

**Internal Assessor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Signature (Role):** \_\_\_\_\_ **Date:** \_\_\_\_\_

\* The internal assessor is required to enter here the question numbers answered by the candidate.



## Glossary of Assessment Techniques

**Assignment** *An exercise carried out in response to a brief with specific guidelines and usually of short duration.*

Each assignment is based on a brief provided by the internal assessor. The brief includes specific guidelines for candidates. The assignment is carried out over a period of time specified by the internal assessor.

Assignments may be specified as an oral presentation, case study, observations, or have a detailed title such as audition piece, health fitness plan or vocational area profile.

**Collection of Work**

*A collection and/or selection of pieces of work produced by candidates over a period of time that demonstrates the mastery of skills.*

Using guidelines provided by the internal assessor, candidates compile a collection of their own work. The collection of work demonstrates evidence of a range of specific learning outcomes or skills. The evidence may be produced in a range of conditions, such as in the learning environment, in a role play exercise, or in real-life/work situations.

This body of work may be self-generated rather than carried out in response to a specific assignment eg art work, engineering work etc

**Examination**

*A means of assessing a candidate's ability to recall and apply skills, knowledge and understanding within a set period of time (time constrained) and under clearly specified conditions.*

Examinations may be:

- practical, assessing the mastery of specified practical skills demonstrated in a set period of time under restricted conditions
- oral, testing ability to speak effectively in the vernacular or other languages
- interview-style, assessing learning through verbal questioning, on one-to-one/group basis
- aural, testing listening and interpretation skills
- theory-based, assessing the candidate's ability to recall and apply theory, requiring responses to a range of question types, such as objective, short answer, structured, essay. These questions may be answered in different media such as in writing, orally etc.

**Learner Record**

*A self-reported record by an individual, in which he/she describes specific learning experiences, activities, responses, skills acquired.*

Candidates compile a personal logbook/journal/diary/daily diary/record/laboratory notebook/sketch book.

The logbook/journal/diary/daily diary/record/laboratory notebook/sketch book should cover specified aspects of the learner's experience.

## **Project**

*A substantial individual or group response to a brief with guidelines, usually carried out over a period of time.*

Projects may involve:

- research – requiring individual/group investigation of a topic
- process – eg design, performance, production of an artefact/event

Projects will be based on a brief provided by the internal assessor or negotiated by the candidate with the internal assessor. The brief will include broad guidelines for the candidate. The work will be carried out over a specified period of time.

Projects may be undertaken as a group or collaborative project, however the individual contribution of each candidate must be clearly identified.

The project will enable the candidate to demonstrate: *(some of these – about 2-4)*

- understanding and application of concepts in (specify area)
- use/selection of relevant research/survey techniques, sources of information, referencing, bibliography
- ability to analyse, evaluate, draw conclusions, make recommendations
- understanding of process/planning implementation and review skills/ planning and time management skills
- ability to implement/produce/make/construct/perform
- mastery of tools and techniques
- design/creativity/problem-solving/evaluation skills
- presentation/display skills
- team working/co-operation/participation skills.

## **Skills Demonstration**

*Assessment of mastery of specified practical, organisational and/or interpersonal skills.*

These skills are assessed at any time throughout the learning process by the internal assessor/another qualified person in the centre for whom the candidate undertakes relevant tasks.

The skills may be demonstrated in a range of conditions, such as in the learning environment, in a role-play exercise, or in a real-life/work situations.

The candidate may submit a written report/supporting documentation as part of the assessment.

Examples of skills: laboratory skills, computer skills, coaching skills, interpersonal skills.

## **FETAC Assessment Principles**

- 1** Assessment is regarded as an integral part of the learning process.
- 2** All FETAC assessment is criterion referenced. Each assessment technique has **assessment criteria** which detail the range of marks to be awarded for specific standards of knowledge, skills and competence demonstrated by candidates.
- 3** The mode of assessment is generally local i.e. the assessment techniques are devised and implemented by internal assessors in centres.
- 4** Assessment techniques in FETAC modules are valid in that they test a range of appropriate learning outcomes.
- 5** The reliability of assessment techniques is facilitated by providing support for assessors.
- 6** Arising from an extensive consultation process, each FETAC module describes what is considered to be an optimum approach to assessment. When the necessary procedures are in place, it will be possible for assessors to use other forms of assessment, provided they are demonstrated to be valid and reliable.
- 7** To enable all learners to demonstrate that they have reached the required standard, candidate evidence may be submitted in written, oral, visual, multimedia or other format as appropriate to the learning outcomes.
- 8** Assessment of a number of modules may be integrated, provided the separate criteria for each module are met.
- 9** Group or team work may form part of the assessment of a module, provided each candidate's achievement is separately assessed.