



# Longfield Learning Journey



<b>Year Group: 10</b>	<b>Unit of work: Using basic first aid procedures</b>	<b>Term: 1.1</b>
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<b>Skills: Be able to assess a first aid environment. Good communication skills</b>	<b>Context:</b>
Learning Outcome 1: Be able to assess scenes of accidents to identify risks and continuing dangers	To understand the importance of assessing the scene and how to make the area safe to approach the casualty. To understand why consent must be gained before treating the casualty and possible reason why the casualty may refuse treatment. To demonstrate two different types of communication when providing treatment to the casualty.

## Scenario for the assignment

As you want to work in health and social care it is likely that you will come across accidents and it is important that you know what to do. You will need to show that you are able to assess the scene of an accident, you understand and are able to demonstrate practical first aid skills.

Your materials will include written information and practical demonstrations.

To help you in future you will need to produce a reference guide to show your understanding of the first aid procedures for a range of injuries. Your reference guide must include:

- how to seek additional support
- the information needed for emergency services

	Not attempted	1 <sup>st</sup> Draft	Final Draft
How to assess the scene of an accident within health, social care or early years settings			
How to assess dangers to the casualty, first aider and others (e.g. fire, electricity)			
How the area can be made safe appropriately before commencing first aid (e.g. remove any hazards where possible that could cause danger)			
How to obtain informed consent when possible (e.g. ask conscious casualty's permission before commencing first aid procedures)			
How to communicate clearly			
When and how to seek additional support/report issues to the appropriate people			
How to provide information to emergency services what information to give: location (e.g. address including postcode) – what has happened (e.g. heart attack, a child has fallen down stairs) - number of casualties casualty's current state (e.g. conscious, breathing, any bleeding or chest pains) - details of the injury and how it happened.			



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<b>Skills:</b> Basic first aid skills	<b>Context:</b>
Learning Outcome 2: Understand the first aid procedures for a range of injuries	How to identify the nature and severity of a range of injuries, the current first aid procedures for the injuries and the rationale,

Your reference guide needs to provide information about how to identify the nature and severity of the injuries listed below, the current first aid procedures for these injuries and the rationale (reasons) for the procedures.

Range of injuries:

- conscious/unconscious and breathing/not breathing
- choking
- an asthma attack
- burns or scald
- bleeding
- Shock

For each of the injuries provide information about:

- possible causes
- severity
- symptoms
- correct sequence of steps in the current first aid procedures
- rationale

	Not attempted	1 <sup>st</sup> Draft	Final Draft
Unconscious – Breathing			
Unconscious – Not breathing			
Choking			
Asthma Attack			
Burns/Scalds			
Bleeding			
Shock			



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<b>Skills:</b> As a practitioner you must be able to reflect back on the incident.	<b>Context:</b>
Learning Outcome 3: Be able to apply basic first aid procedures	You need to demonstrate the first aid procedure, in the correct sequence of steps, for each of the following: <ul style="list-style-type: none"> <li>• conscious/unconscious and breathing/not breathing</li> <li>• choking</li> <li>• an asthma attack</li> <li>• burns or scald</li> <li>• bleeding</li> <li>• shock</li> </ul> A witness statement will need to be provided commenting on how you completed your first aid procedures.

You now need to produce a review of your practical first aid skills.

Your review must cover:

- how competent you were
- strengths and weaknesses
- suggested improvements to your performance

	Not attempted	1 <sup>st</sup> Draft	Final Draft
how to review own performance, competency (e.g. amount of support needed, language used) strengths/weaknesses (e.g. remained calm, lacked confidence)			
suggest improvements to their performance (e.g. be aware of the sequence of steps so less support is required).			