

OCCUPATIONAL SKILLS PROGRAMME CURRICULUM DOCUMENT

**IN LINE WITH THE QQSF POLICY (2021) OCCUPATIONAL QUALIFICATION TYPE
(NOMENCLATURE)**

QUALIFICATION/PART-QUALIFICATION/SKILLS PROGRAMME	TYPE (NOMENCLATURE)	TITLE (DESCRIPTOR)	NQF LEVEL	CREDITS
Skills Programme	Statutory Skills Programme.	Basic Emergency First Aid Responder	2	2
CURRICULUM CODE	900232-000-00-00			
PARTNER DETAILS	ORGANISATION NAME	WEBSITE ADDRESS	TELEPHONE NUMBER	LOGO
QUALITY PARTNER - DEVELOPMENT	HWSETA	https://www.hwseta.org.za	+27 (0) 11 607 6900	
QUALITY PARTNER - ASSESSMENT	N/A	N/A	N/A	

DESIGNATION	NAME AND SURNAME	SIGNATURE	DATE
SUBJECT MATTER EXPERT (SME)	Ben van As		21 June 2023...
QUALITY PARTNER REPRESENTATIVE	Champa Gopal		...

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SECTION 1: CURRICULUM SUMMARY

1.1 Occupational Information:

1.1.1 Associated, Organising Framework for Occupations (OFO) Occupational Code and Title

532901 - First Aid Attendant

1.1.2 Occupation/Specialisation/Part-Qualification/Skills Programme Type, Title, NQF Level, Credits and Curriculum Code, addressed by this Curriculum.

TYPE	TITLE	NQF LEVEL	CREDITS	CURRICULUM CODE
Skills Programme	Basic Emergency First Aid Responder	2	2	900232-000-00-00

1.1.3 Alternative titles used by industry:

- **First Aider**

1.2 Curriculum Information:

1.2.1 Articulation for Qualifications and Part- Qualifications

(a) Horizontal Articulation:

N/A

(b) Vertical/

N/A

(c) Diagonal Articulation:

N/A

(d) Validation of Entry Requirements into articulation possibilities provided:

...

1.2.2 Articulation for Skills programmes

(a) Work Opportunities:

Having a valid basic emergency first aid certificate can be a valuable asset in many industries in South Africa. Here are some work opportunities where your certification could be useful:

- **Safety and security industry:** All private security companies and public entities require their personnel to have basic first aid training.

- Hospitality industry: Hotels, resorts, and event management companies often require staff to have basic first aid training.
- Sports and recreation industry: Gyms, sports clubs, and adventure tourism companies may require staff to have basic first aid training.
- Overall, a person with an Basic level first aid certificate has a wide range of occupational opportunities in various industries. They can work in both the private and public sectors, and their skills and knowledge are highly valued in emergency response and safety-related fields.

(b) Learning Opportunities:

There are several further learning opportunities available in South Africa for a person with a Basic Emergency First Aid Certificate. Some of these include:

- Intermediate First Aid Courses: These courses build on basic first aid skills and teach more advanced techniques such as advanced life support, trauma care, and emergency medical response.
- First Responder Courses: These courses teach skills such as scene safety, patient assessment, and emergency medical response. They are designed for individuals who may be the first to arrive at an emergency scene, such as security personnel, firefighters, and law enforcement officers.
- Cardiopulmonary Resuscitation (CPR) Courses: CPR is a vital skill that can save lives in emergencies. There are various CPR courses available that teach different levels of CPR, from basic to advanced.
- Wilderness First Aid Courses: These courses are designed for people who may be in remote or outdoor settings, where medical help may be far away. They teach skills such as wound care, improvised splinting, and managing hypothermia.

1.3 Curriculum Structure:

1.3.1 Knowledge/Theory Modules:

900232-000-00-KM-01 Fundamental Concepts and Principles of Basic Emergency First Aid, NQF Level 2, Credits 1.

Total number of credits: 1

1.3.2 Practical Skills Modules:

900232-000-00-PM-01 Provide Basic Emergency First Aid, NQF Level 2, Credits 1.

Total number of credits: 1

1.3.3 Work Experience Modules:

- None

Total number of credits: 0

1.4 Entry Requirements:

- Open Access

1.5 Recognition of Prior Learning (RPL):

1.5.1 RPL for Access:

Learners may use the RPL process to gain access to training opportunities for a programme of learning, qualification, part-qualification, or skills programme if they do not meet the formal, minimum entry requirements for admission. RPL assessment provides an alternative access route into a programme of learning, qualification, part-qualification, or skills programme.

Such an RPL assessment may be developed, moderated, and conducted by the accredited Skills Development Provider which offers that specific qualification/part qualification/skills programme. Such an assessment must ensure that the learner is able to display the equivalent level of competencies required for access, based on the NQF level descriptors.

1.5.2 RPL for Exemption:

For exemption from modules through RPL, learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification, or skills programme through any means of formal, informal, or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

1.5.3 RPL for awarding credits:

Learners who have gained the stipulated competencies of the modules of a programme of learning, qualification, part-qualification, or skills programme through any means of formal, informal or non-formal learning and/or work experience, may be awarded credits towards relevant modules, and gaps identified for training, which is then concluded.

A valid Statement of Results is required for admission to the EISA in which confirmation of achievement is provided that all internal assessment criteria for all modules in the related curriculum document have been achieved.

For a Skills Programme, the accredited Skills Development Provider (SDP) must ensure all modular competency requirements are met prior to the FISA and keep record of such evidence.

Upon successful completion of the EISA/FISA, RPL learners will be issued with the QCTO certificate for the qualification, part-qualification, or skills programme. Quality Partners are responsible for ensuring the RPL mechanism and process for qualifications and part-qualification is approved by the QCTO.

1.6 Quality Partner for Assessment:

NAME OF BODY:	N/A
ADDRESS OF BODY:	N/A
WEBSITE:	N/A
TELEPHONE NUMBER:	N/A

1.7 List of Qualification(s)/Part- Qualification(s)/Skills Programme(s) Related to this Curriculum.

- Skills Programme: Intermediate Emergency First Aid Responder, NQF Level 3, Credits 5.
- Skills Programme: Advanced Emergency First Aid Responder, NQF Level 4, Credits 6.

SECTION 2: OCCUPATIONAL/SPECIALISATION/PART-QUALIFICATION/SKILLS PROGRAMME PROFILE

2.1 Purpose:

The purpose of the skills programme is to build the capacity of a person to work function as a Basic First aid Provider.

Basic first aid providers respond to emergency situations to provide efficient and immediate basic medical care to ill and injured persons during emergencies. They use a limited range of equipment and operate within common and uncommon situations providing a basic first aid care service that falls within a strictly regulated scope of work as defined by various regulatory requirements. Incumbents are also expected to continually remain updated on approved new practices and techniques.

2.2 Tasks:

TASK	LINKS TO ELO
TASK 01: Conduct basic primary and secondary assessments of the affected persons and	ELO 01: Assess an affected person for signs and symptoms of life-threatening conditions and immediately deal with those conditions.

identify and treat life threatening conditions requiring immediate first aid care.	
TASK 02: Recognise additional injuries or illnesses and apply appropriate basic first aid care to mitigate pain and facilitate healing.	ELO 02: Apply standard procedures to provide basic emergency first aid care to alleviate discomfort and facilitate healing within scope.

2.3 Occupational Task Details:

2.3.1 Task 1

Conduct basic primary and secondary assessments of the affected persons and identify and treat life threatening conditions requiring immediate first aid care

(a) Unique Product or Service:

Safe access to and operation in an incident scene to provide emergency first aid.

(b) Responsibilities:

- Incident/accident scene is assessed to identify potential hazards and necessary precautions are taken to ensure personal safety and safety of patient and bystanders.
- Additional emergency resources are requested/summonsed where needed.
- Authorisation to enter the incident scene to provide first aid is obtained.
- Affected persons at an emergency scene are assessed and life-threatening conditions identified.
- Basic emergency first aid is provided to clear an affected persons airway and basic life support is provided to persons who are not breathing through performing cardiopulmonary resuscitation (CPR) until EMS arrives.
- Basic first aid techniques are applied to control/stop bleeding.
- Basic first aid techniques are applied to assist a person who is in shock.
- Basic first aid is provided to deal with choking.

(b) Contexts:

Organisational incident scene management processes.

2.3.2 Task 2

Recognise additional injuries or illnesses and apply appropriate basic first aid care to mitigate pain and facilitate healing.

a) Unique Product or Service:

Appropriate lifesaving care is provided.

b) Responsibilities:

- Secondary and ongoing physical assessments of the affected persons are done, and visible injuries and common symptoms of illnesses are identified.
- Basic first aid practices are applied to manage visible injuries such as wounds, burns, fractures and sprains.
- Basic first aid practices are applied to manage common illnesses and make the affected person as comfortable as possible.
- Basic first aid practices are applied to manage heat related stress.
- Basic first aid practices are applied to deal with animal and insect bites and stings.
- Basic first aid practices are applied to manage suspected poisoning.
- Standard procedures are applied to hand a treated person over to the next level of care post treatment actions are completed.

a) Contexts:

Organisational processes for dealing with different levels of first aid care.

SECTION 3: CURRICULUM COMPONENT SPECIFICATIONS

3 Knowledge Module Specifications:

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900232-000-00-KM-01	Fundamental Concepts and Principles of Basic Emergency First Aid.	2	1	Blended

Detailing Knowledge Module (KM) contents

3.1 Knowledge Module (KM) – 01: Fundamental Concepts and Principles of Basic Emergency First Aid, NQF Level 2, Credits 1.

3.1.1 Module Details:

(a) Purpose of Knowledge Module:

The purpose of this knowledge module is to equip learners with a general understanding of the key concepts and principles that underpin the tasks performed by a basic emergency first aider.

This module aims to provide learners with the necessary foundational knowledge and understanding to effectively respond to emergency situations and deliver immediate life-saving care.

By exploring the fundamental principles of first aid, learners will gain insights into assessing and managing common injuries and medical emergencies, prioritising patient safety, applying appropriate techniques for resuscitation and wound care, and effectively communicating with emergency medical services.

The learning will be delivered in a blended training mode. Blended training refers to a learning approach that combines both online or digital learning methods with traditional in-person or face-to-face instruction. It is a hybrid learning model that leverages the advantages of both online and offline learning environments to create a comprehensive and flexible training experience. It should be able to deliver this module in ten notional hours depending on the readiness and commitment of learners and facilitators.

Notional hours refer to the estimated amount of time required for a learner to complete a specific course or training program. It represents the total learning hours, including both the contact hours (actual time spent in instruction or interaction with instructors) and the non-contact hours (time spent on independent study, assignments, assessments, and other learning activities). Notional hours provide a standardised measure for planning and assessing the workload and intensity of a course or program. They serve as a guideline for estimating the time commitment needed by learners to achieve the desired learning outcomes.

(b) List of Knowledge Topics:

TOPIC CODE	TOPIC TITLE	% OF TIME TO BE SPENT
KM-01-KT01	Fundamental Principles and Objectives of Basic Emergency First Aid.	10%
KM-01-KT02	Applied Basic Emergency First Aid	20%
KM-01-KT03	Basic Fundamentals of Human Anatomy and Physiology.	30%
KM-01-KT04	Principles of recognising injuries and illnesses and providing appropriate basic emergency first aid treatment.	40%

(c) Detailing each topic listed above into topic elements:

KM-01-KT01 Fundamental principles and objectives of basic emergency first aid. (10%)

TOPIC ELEMENT CODE	TOPIC ELEMENT TITLE	% OF TIME TO BE SPENT
KT0101	The purpose of basic emergency first aid.	10%
KT0102	The ABCs of emergency first aid - Airway, Breathing, and Circulation	20%
KT0103	The role of a basic First Aid Provider and the scope of practice of providing basic first aid.	30%
KT0104	Fundamental legal and ethical principles that must be adhered to when providing basic first aid.	30%
KT0105	Maintaining personal health and safety as a basic Emergency First Aider.	10%

(d) Internal Assessment Criteria (IAC) and Weight.

IAC CODE	IAC DESCRIPTION	% OF TIME TO BE SPENT
IAC0101	Explain the purpose of basic first aid within the specific context within which the learner will be operating.	10%
IAC0102	Explain the ABCs of first aid and explain why they are considered as fundamental to saving lives in an emergency situation.	20%
IAC0103	Explain and clarify the role of a first aider and the scope of work in providing first aid.	30%
IAC0104	Identify and discuss the fundamental legal and ethical principles that must be adhered to when providing first aid.	30%
IAC0105	Elaborate on the need and process to maintain personal health and safety as First Aider, including use of PPE.	10%

(c) Detailing each topic listed above into topic elements:

KM-01-KT02 Applied basic First Aid (20%)		
TOPIC ELEMENT CODE	TOPIC ELEMENT TITLE	% OF TIME TO BE SPENT

KT0201	Importance of ensuring safety at an incident scene and the fundamental principles of achieving appropriate scene safety.	20%
KT0202	Principles processes and standards for initial and ongoing assessment of the affected person to determine what treatment is required.	20%
KT0203	Do's and don'ts of communication with bystanders, emergency services, and the affected person in a first aid situation.	10%
KT0204	Guidelines for determining appropriate action to deal with the assessed situation, action must be appropriate and within the scope of work allowed at a basic first aid level.	20%
KT0205	Concepts, principles, and guidelines for reassessment and monitoring of the affected person's condition.	10%
KT0206	Guidelines and legal considerations relating to the effective handover between first aiders and emergency services.	10%
KT0207	Guidelines and purpose of appropriate record keeping and incident reporting.	5%
KT0208	Need for and principles of post scene cleanup.	5%

(d) Internal Assessment Criteria (IAC) and Weight

IAC CODE	IAC DESCRIPTION	% OF TIME TO BE SPENT
IAC0201	Explain safety as the first priority of any first aider.	12,5%
IAC0202	Describe and explain the processes for assessment of the affected person's condition as essential for effective first aid.	12,5%
IAC0203	Explain the need for and processes of communication with bystanders, emergency services, and the patient as critical in any first aid situation.	12,5%
IAC0204	Explain action taken is appropriate to provide first aid.	12,5%

IAC0205	Explain reassessment and monitoring of the patient's condition, done effectively	12,5%
IAC0206	Explain handover between first aiders and emergency services, done effectively	12,5%
IAC0207	Explain record keeping and incident reporting according to current and accepted organisational procedures.	12,5%
IAC0208	Explain post scene clean-up, done appropriately for the environment	12,5%

KM-01-KT03 Overview of the essential components of the human anatomy and physiology. (30%)		
TOPIC ELEMENT CODE	TOPIC ELEMENT TITLE	% OF TIME TO BE SPENT
KT0301	<p>Fundamentals of the respiratory system and how injuries to and illnesses of the system can threaten life.</p> <p>This includes the nose, mouth, trachea, bronchi, and lungs. It is essential to understand how the respiratory system works and how to perform basic techniques such as CPR and rescue breathing.</p>	30%
KT0302	<p>Fundamentals of the Cardiovascular system:</p> <p>This includes the heart, blood vessels, and blood. Understanding the anatomy and function of the cardiovascular system is critical in treating cardiac arrest and other cardiovascular emergencies.</p>	30%
KT0303	<p>Fundamentals of the Nervous system:</p> <p>This includes the brain, spinal cord, and nerves. A basic understanding of the nervous system is necessary for identifying and treating head injuries and spinal cord injuries.</p>	20%

KT0304	Fundamentals of the Musculoskeletal system: This includes bones, muscles, tendons, and ligaments. It is important to understand the anatomy and function of the musculoskeletal system to identify and treat fractures, dislocations, and sprains.	15%
KT0305	Fundamentals of the Integumentary system: This includes the skin, hair, and nails. Knowledge of the integumentary system is necessary for treating burns, cuts, and other wounds.	5%

(d) Internal Assessment Criteria (IAC) and Weight

IAC CODE	IAC DESCRIPTION	% OF TIME TO BE SPENT
IAC0301	Give a basic explanation of how the respiratory system works and how to perform basic techniques such as CPR and rescue breathing	30%
IAC0302	Give a basic explanation of how the Cardiovascular system works and how this relates to providing lifesaving emergency first aid.	30%
IAC0303	Give a basic explanation of how the Nervous system works and how this relates to providing lifesaving emergency first aid.	20%
IAC0304	Give a basic explanation of how the Musculoskeletal system works and how this relates to providing lifesaving emergency first aid.	15%
IAC0305	Give a basic explanation of how the Integumentary system works and how this relates to providing lifesaving emergency first aid.	5%

KM-01-KT04 Recognise emergencies, injuries, and illnesses, and treat appropriately (40%)		
TOPIC CODE	ELEMENT TITLE	% OF TIME TO BE SPENT

KT0401	Principles and processes of primary assessment and treating of affected person as per findings: Assess for lifesaving threatening conditions and provide life-saving treatments.	15%
KT0402	Concepts and principles of Secondary assessment and treating as per findings: Assess history, head to toe examination, vital signs including pulse	10%
KT0403	Principles and processes for controlling bleeding: Manage catastrophic bleeding, identify wounds, and treat appropriately.	10%
KT0404	Principles and processes for managing an affected person who is not breathing: Managing a choking patient and perform CPR if indicated, for adult, child and infant, including use of AED	15%
KT0405	Concepts and principles for managing an unconscious patient: Identify causes of unconsciousness and treat appropriately including diabetes and seizures.	10%
KT0406	Methods and principles of identifying and treating shock: In a first aid situation, shock refers to a life-threatening medical condition that occurs when the body's vital organs do not receive enough blood and oxygen to function properly. Shock can result from various causes, such as severe injuries, significant blood loss, heart problems, severe infections, allergic reactions, or other medical emergencies.	10%
KT0407	Basic concepts and principles for identifying and managing sprains, strains, fractures, and dislocations.	8%
KT0409	Basic principles and methods to recognise and manage heart attack, and stroke.	8%

KT0410	Basic principles and methods to recognise and manage environmental emergencies such as Hypo and hyperthermia.	7%
KT0411	Basic principles and methods to recognise and manage poisoning, venomous bites, and insect and animal stings.	7%

(d) Internal Assessment Criteria (IAC) and Weight

IAC CODE	IAC DESCRIPTION	% OF TIME TO BE SPENT
IAC0401	Recall and explain the principles and practices of primary assessment.	15%
IAC0402	Recall and explain the principles and practices of secondary assessment.	10%
IAC0403	Recall and explain the principles and practices of controlling bleeding.	10%
IAC0404	Recall and explain the principles and practices of treating a patient who is not breathing or has breathing difficulties.	15%
IAC0405	Recall and explain the principles and practices of managing an unconscious patient.	10%
IAC0406	Recall and explain the principles and practices of identifying and treating shock.	10%
IAC0407	Recall and explain the principles and practices of managing sprains, strains, fractures, and dislocations.	8%
IAC0408	Recall and explain the principles and practices of managing burns.	8%
IAC0409	Recall and explain the principles and practices of recognising heart attack and stroke.	7%
IAC0410	Recall and explain the principles and practices of recognising and managing environmental emergencies including hypo and hyperthermia.	7%

IAC0411	Recall and explain the principles and practices of recognising and managing poisons, bites, and stings.	10%
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3.1.2 Criteria for accreditation

Requirements, against which Skills Development Providers (SDP) and Assessment Centres, will be accredited, as listed below.

Physical Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)	
EQUIPMENT & TOOLS	<ul style="list-style-type: none"> • Ventilated and illuminated classroom(s) with tables and chairs. • Computer with internet access and online presentation software. • First aid kits: A fully stocked first aid kit is essential for any first aid training. In South Africa, Regulation 7 of the Occupational Health, and Safety Act (Act 85 of 1993) outlines the requirements for a first aid kit in the workplace. The specific contents of a Regulation 7 first aid kit may vary based on the industry, nature of work, and number of employees. • Training manikins of different sizes: Manikins are essential for practicing basic life support skills such as CPR and choking rescue. They come in various sizes to mimic the different ages of patients. • AED trainer: An automated external defibrillator (AED) trainer is an essential tool for training on how to use an AED. The trainer simulates the functions of a real AED and provides feedback on the user's performance. • Training videos: Visual aids such as training videos can be helpful in illustrating the basic first aid concepts and techniques. • Teaching aids: Other teaching aids such as posters, handouts, and pamphlets can help the learners to understand and remember the first aid techniques. • Audio-visual equipment: Projectors, screens, and sound systems can be used to present training materials and facilitate discussions.

CONSUMABLES	<ul style="list-style-type: none"> • Bandages: An assortment of bandages should be available to train learners on how to apply and remove them correctly. • Sterile gauze pads: These are used to cover wounds and control bleeding. • Adhesive tape: This is used to secure dressings and bandages in place. • Antiseptic wipes: These are used to clean wounds and prevent infection. • Disposable gloves: Learners must be taught to wear gloves when providing first aid to prevent the spread of infection. • CPR face shields: These are one-way valve face shields used during CPR training to prevent the spread of bodily fluids. • Alcohol swabs: These are used to clean equipment and surfaces before and after use. • Splints: Splints should be available for learners to practice stabilizing broken or fractured limbs. • Triangular bandages: These are versatile bandages used to support arms, shoulders, and head. • Instant cold packs: These are used to reduce swelling and ease pain caused by injuries.
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Human Resource Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)	
QUALIFICATIONS & EXPERIENCE	<ul style="list-style-type: none"> • A valid Intermediate Emergency First Aid certificate issued against a recognised SAQA registered/QCTO recorded skills programme. • Valid registration/licensing as the first aider • At least three years of practical work experience as a first aider.
FACILITATOR/LEARNER RATIO	1:20

Legal Requirements:

- Registered Legal entity
- Infrastructure compliant with Occupational Health and Safety Act
- Display of Labour Laws in the buildings

- Valid Tax Compliance Pin / Exemption

Additional Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)
None

ASSESSMENT CENTRE
None

3.1.3 Exemptions

No current exemptions identified. Providers can exempt learners who have completed equitable programmes following the standard regulated RPL policies and procedures.

4 Practical Skill Module (PM) Specifications:

NB: MODE OF DELIVERY e.g. face-to-face/contact, online, e-learning, mobile training unit, blended, distance, etc

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900232-000-00-PM-01	Provide Basic Emergency First Aid.	2	1	Blended

Detailing Practical Module (PM) contents

4.1 Practical Module (PM) - 01 Applying the basic techniques of Emergency First Aid to assess and manage emergencies.

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
900232-000-00-PM-01	Provide Basic Emergency First Aid.	2	1	Blended

4.1.1. Module Details

(a) Purpose of the Practical Skills Module:

The purpose of the practical skill module is to provide learners with practical skills coaching and hands-on exposure in the key skills required to assess and manage defined basic medical, trauma, and environmental emergencies.

This module aims to equip learners with the applied knowledge and skills necessary to effectively respond to a specific and limited range of emergency situations.

By focusing on hands-on application and experiential learning, this module enables learners to develop fundamental capability in performing essential first aid techniques, promoting prompt and appropriate actions to save lives and minimize harm.

Through practical exercises and simulations, learners will gain proficiency in assessing vital signs, managing bleeding, performing cardiopulmonary resuscitation (CPR), applying splints, treating burns, recognising, and managing specific medical conditions, and responding to limited environmental emergencies.

The module will be delivered through an essential task instruction methodology.

An essential task instruction methodology refers to an instructional approach that focuses on teaching learners the essential techniques and processes, required to perform specific tasks or activities effectively.

Key elements and implications of an essential task instruction methodology include:

- Task-Centred Approach.
- Clear Learning Objectives.
- Step-by-Step Instruction.
- Demonstration and Modelling.
- Practice and Repetition.
- Feedback and Evaluation.
- Progressive Skill Building.
- Real-World Application.
- Assessment of Competence.

The module is delivered in ten (10) notional hours.

(b) List of Practical Skills:

PRACTICAL SKILL CODE	ACTIVITY TITLE
PM-01-PS01	Assess and manage an emergency.

(c) Scope of each Practical Skill Activity:

PM-01-PS01 Assess and manage an emergency.
PRACTICAL SKILL ACTIVITY SCOPE OUTLINE:
<p>To practice basic and essential emergency first aid skills effectively, creating specific conditions and simulations is crucial. Here is a brief description of the conditions and simulations that should be considered:</p> <ul style="list-style-type: none"> • Realistic Scenarios: Simulations should replicate real-life emergency situations as closely as possible. These scenarios may include incidents like choking, cardiac arrest, bleeding, fractures, allergic reactions, or unconsciousness. They should present learners with challenges that require immediate and appropriate first aid responses. • Varied Environments: Simulations should take place in various environments, such as indoors, outdoors, workplaces, homes, or public spaces. This helps learners adapt their skills to different settings and challenges, including factors like limited space, noise, distractions, or adverse weather conditions.

- **Role-Playing:** Assigning learners different roles, such as the first aider, victim, or bystander, adds realism to the simulations. This encourages learners to practice their skills in real-time while considering communication, decision-making, and managing the emotions and reactions of those involved.
- **Simulated Injuries and Conditions:** Using props, makeup, or mannequins, create simulated injuries or conditions that require appropriate first aid interventions. These can include bleeding wounds, fractures, burns, respiratory distress, or cardiac arrest. Simulated injuries can range from minor to severe to challenge learners' assessment and treatment abilities.
- **Time Pressure:** Introduce time pressure into simulations to simulate the urgency and stress of real emergency situations. Set specific time limits for performing critical tasks, such as initiating CPR or controlling severe bleeding, to help learners develop quick decision-making and prioritization skills.
- **Equipment and Tools:** Provide learners with the necessary equipment and tools they would typically use in emergency first aid situations. This may include CPR mannequins, automated external defibrillators (AEDs), bandages, splints, or airway management devices. Practice using these tools in simulated scenarios to enhance familiarity and confidence.
- **Debriefing and Feedback:** After each simulation, conduct debriefing sessions to discuss learners' performance, strengths, areas for improvement, and lessons learned. Provide constructive feedback to help learners reflect on their actions, reinforce correct techniques, and identify areas where adjustments are needed.

PRACTICAL SKILL ACTIVITY ELEMENT CODES	PRACTICAL SKILL ACTIVITY ELEMENTS
PA0101	Assess an emergency incident scene and make it safe for entry and delivery of basic first aid.
PA0102	Assess and manage patients with breathing difficulties: Perform CPR, use an AED, and manage a choking patient.
PA0103	Assess and manage bleeding, wounds, and burns.
PA0104	Assess and manage unconsciousness, and place patients in the recovery position
PA0105	Assess and manage traumatic injuries: Including fractures, or shock.
PA0106	Communicate with the patient and stakeholders

PA0107	Hand over the patient to emergency medical service personnel with documentation
PA0108	Perform post incident cleanup of the scene

(e) Internal Assessment criteria (IAC):

IAC CODE	IAC DESCRIPTION
IAC0101	An emergency incident scene is assessed and made safe for entry and delivery of basic first aid.
IAC0102	Patients with breathing difficulties are assessed and managed: Perform CPR, use an AED, and manage a choking patient.
IAC0103	Bleeding, wounds, and burns are assessed and managed.
IAC0104	Unconsciousness is assessed and managed, and patients are placed in the recovery position.
IAC0105	Traumatic injuries are assessed and managed: Including fractures, or shock.
IAC0106	Patients and stakeholders are communicated with
IAC0107	The patient is handed to emergency medical service personnel with documentation
IAC0108	Post-incident cleanup of the scene is performed

4.1.2. Criteria for accreditation

Requirements, against which Skills Development Providers (SDP) and Assessment Centres, will be accredited, as listed below.

Physical Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)
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<p>EQUIPMENT & TOOLS</p>	<ul style="list-style-type: none"> • Ventilated and illuminated classroom(s) with tables and chairs. • Computer with internet access and online presentation software. • First aid kits: A fully stocked first aid kit is essential for any first aid training. In South Africa, Regulation 7 of the Occupational Health, and Safety Act (Act 85 of 1993) outlines the requirements for a first aid kit in the workplace. The specific contents of a Regulation 7 first aid kit may vary based on the industry, nature of work, and number of employees. • Training manikins of different sizes: Manikins are essential for practising basic life support skills such as CPR and choking rescue. They come in various sizes to mimic the different ages of patients. • AED trainer: An automated external defibrillator (AED) trainer is an essential tool for training on how to use an AED. The trainer simulates the functions of a real AED and provides feedback on the user's performance. • Training videos: Visual aids such as training videos can be helpful in illustrating the basic first aid concepts and techniques. • Teaching aids: Other teaching aids such as posters, handouts, and pamphlets can help the learners to understand and remember the first aid techniques. • Audio-visual equipment: Projectors, screens, and sound systems can be used to present training materials and facilitate discussions.
<p>CONSUMABLES</p>	<ul style="list-style-type: none"> • Bandages: An assortment of bandages should be available to train learners on how to apply and remove them correctly. • Sterile gauze pads: These are used to cover wounds and control bleeding. • Adhesive tape: This is used to secure dressings and bandages in place. • Antiseptic wipes: These are used to clean wounds and prevent infection. • Disposable gloves: Learners must be taught to wear gloves when providing first aid to prevent the spread of infection.

	<ul style="list-style-type: none"> • CPR face shields: These are one-way valve face shields used during CPR training to prevent the spread of bodily fluids. • Alcohol swabs: These are used to clean equipment and surfaces before and after use. • Splints: Splints should be available for learners to practice stabilizing broken or fractured limbs. • Triangular bandages: These are versatile bandages used to support arms, shoulders, and head. • Instant cold packs: These are used to reduce swelling and ease pain caused by injuries.
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Human Resource Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)	
QUALIFICATIONS & EXPERIENCE	<ul style="list-style-type: none"> • A valid Intermediate Emergency First Aid certificate issued against a recognised SAQA registered/QCTO recorded skills programme. • Valid registration/licensing as the first aider • At least three years of practical work experience as a first aider.
FACILITATOR/LEARNER RATIO	1:15

Legal Requirements:

- Registered Legal entity
- Infrastructure compliant with Occupational Health and Safety Act
- Display of Labour Laws in the building
- Valid Tax Compliance Pin / Exemption

Additional Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)
None

ASSESSMENT CENTRE

None

4.1.3 Exemptions

Providers can apply standard RPL processes to exempt learners from previously completed training.

5 WORK EXPERIENCE MODULE (WM) SPECIFICATIONS:

NB: MODE OF DELIVERY e.g. face-to-face/contact, online, e-learning, mobile training unit, blended, distance, etc

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
N/A				

Detailing Work Experience Module (WM) contents

5.1 Work Experience Module (WM) – 00

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY
N/A				

(a) Purpose of the Work Experience Module:

N/A

(b) List of Work Experience Competencies:

WORK EXPERIENCE CODE	WORK EXPERIENCE COMPETENCY TITLE
WM-01-WE01	
WM-01-WE02	

(c) Scope of each Work Experience Competency:

WM-01-WE01...COMPETENCY TITLE...		
WORKPLACE EXPERIENCE COMPETENCY SCOPE OUTLINE		
...N/A		
WORK EXPERIENCE COMPETENCY CODES	EXPERIENCE ELEMENT	WORK EXPERIENCE COMPETENCY ELEMENTS
WA0101		
WA0102		

WM-01-WE02...COMPETENCY TITLE...		
WORKPLACE EXPERIENCE COMPETENCY SCOPE OUTLINE:		
...		
WORK EXPERIENCE COMPETENCY CODES	EXPERIENCE ELEMENT	WORK EXPERIENCE COMPETENCY ELEMENTS
WA0201		
WA0202		

(d) Supporting evidence

WORK EXPERIENCE COMPETENCY CODES	SUPPORTING EVIDENCE
SE0101	
SE0102	

(e) Contextualised Workplace Knowledge

WORKPLACE KNOWLEDGE

1	
2	

5.1.2 Criteria for accreditation

Requirements, against which Skills Development Providers (SDP) and Assessment Centres, will be accredited, as listed below.

Physical Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)	
EQUIPMENT & TOOLS	
CONSUMABLES	

ASSESSMENT CENTRE	
EQUIPMENT & TOOLS	
CONSUMABLES	

Human Resource Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)	
QUALIFICATIONS & EXPERIENCE	
FACILITATOR/LEARNER RATIO	

ASSESSMENT CENTRE	
QUALIFICATIONS & EXPERIENCE	
FACILITATOR/LEARNER RATIO	

Legal Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)

QUALIFICATIONS & EXPERIENCE	
FACILITATOR/LEARNER RATIO	

ASSESSMENT CENTRE	
QUALIFICATIONS & EXPERIENCE	
FACILITATOR/LEARNER RATIO	

Additional Requirements:

SKILLS DEVELOPMENT PROVIDER (SDP)	

ASSESSMENT CENTRE	

6 POSSIBLE SEQUENCING AND INTEGRATION

Listing and order of modules in the sequence in which these modules will follow each other during delivery/implementation. This allows for integration of KM, AM (PM/ WM) as work logically flows.

ORDER	MODULE TITLE	MODULE CODE	LEVEL	CREDITS
1.	Fundamental Concepts and Principles of Basic Emergency First Aid	900232-000-00-KM-01	2	1
2.	Provide Basic Emergency First Aid	900232-000-00-PM-01	2	1

SECTION 7. STATEMENT OF WORK EXPERIENCE

N/A

QUALIFICATION/PART-QUALIFICATIONS/SKILLS PROGRAMME TYPE	QUALIFICATION/PART-QUALIFICATION/SKILLS PROGRAMME TITLE/DESCRIPTOR	NQF LEVEL	CREDITS

CURRICULUM CODE	-----
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LEARNER DETAILS

NAME:	
ID NUMBER:	

EMPLOYER DETAILS

COMPANY NAME:	
ADDRESS:	
SUPERVISOR NAME:	
WORK TELEPHONE:	
E-MAIL:	

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY	OF
-----WM-01					

WORK EXPERIENCE MODULE DETAILS			
WM-01-WE01	SCOPE WORK EXPERIENCE	DATE	SIGNATURE
WA0101			
WA0102			
	SUPPORTING EVIDENCE	DATE	SIGNATURE
SE0101			
SE0102			
WM-01-WE02	SCOPE WORK EXPERIENCE	DATE	SIGNATURE
WA0201			
WA0202			
	SUPPORTING EVIDENCE	DATE	SIGNATURE
SE0201			
SE0202			

NUMBER	CONTEXTUALISED KNOWLEDGE	WORKPLACE	DATE	SIGNATURE
1.				

NUMBER	ADDITIONAL ASSIGNMENTS TO BE ASSESSED EXTERNALLY	DATE	SIGNATURE
1.			

MODULE CODE	MODULE TITLE	NQF LEVEL	CREDITS	MODE OF DELIVERY	OF
-----WM-02					

WORK EXPERIENCE MODULE DETAILS			
WM-02-WE01	SCOPE WORK EXPERIENCE	DATE	SIGNATURE
WA0101			
WA0102			
WM-02-WE02	SCOPE WORK EXPERIENCE	DATE	SIGNATURE
WA0201			
WA0202			
	SUPPORTING EVIDENCE	DATE	SIGNATURE
SE0201			
SE0202			

NUMBER	CONTEXTUALISED KNOWLEDGE	WORKPLACE	DATE	SIGNATURE
1.				

NUMBER	ADDITIONAL ASSIGNMENTS TO BE ASSESSED EXTERNALLY	DATE	SIGNATURE
1.			