



Recognition of Prior Learning (RPL)

ASSESSMENT GUIDE OF ASSESSMENTS FOR HEALTH & SAFETY IN THE WORKPLACE



National Certificate in Professional Driving
Qualification ID: 50285

NQF Level 3

Assessment Guide for RPL
Health & Safety in the Workplace

UNIT STANDARDS IN THIS VOLUME

Unit Standard Number	Unit Standard Title	NQF Level	Credit Value
114941	Apply knowledge of HIV/AIDS to a specific business sector and a workplace	3	4
8016	Maintaining occupational health, safety and general housekeeping	3	8
116534	Carry out basic first aid treatment in the workplace	3	2

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Unit Standard 1 of this Volume

Answers for Evidence Guide

Unit Standard ID Title Apply knowledge of HIV/AIDS to a specific business sector and a workplace

Unit Standard number: 114941

Specific outcome 1: Explain HIV and Aids.

Assessment Criteria:

1. The concepts HIV and AIDS are known and explained at a basic level of understanding.
2. The way in which the immune system works is explained with reference to the role of antibodies and how HIV attacks the immune system.
3. The concept of a window period is explained and an indication is given of how this affects the accuracy of test results.
4. The impact of opportunistic infections on the compromised immune system is explained with examples.
5. The stages of the disease are outlined with an example of what happens at each stage from infection with HIV to full-blown AIDS and death.
6. The ways in which HIV is transmitted are discussed with examples.

Written Knowledge Test

Question 1 (1)

Define HIV/AIDS.

HIV is a virus. Viruses infect the cells that make up the human body and replicate (make new copies of themselves) within those cells. A virus can also damage human cells, which is one of the things that can make a person ill.

Question 2 (2)

Explain the basic concept of HIV/AIDS.

HIV stands for the '*Human Immunodeficiency Virus*'. Someone who is diagnosed as infected with HIV is said to be 'HIV+' or 'HIV positive'

Question 3 (2)

Explain how someone can be infected by HIV/AIDS.

HIV can be passed from one person to another. Someone can become infected with HIV through contact with the bodily fluids of someone who already has HIV.

Question 4 (3)

Explain the function of the immune system.

The job of your immune system is to protect your body from these infections. The immune system protects you in three different ways:

- It creates a barrier that prevents bacteria and viruses from entering your body.
- If a bacteria or virus does get into the body, the immune system tries to detect and eliminate it before it can make itself at home and reproduce.
- If the virus or bacteria is able to reproduce and start causing problems, your immune system is in charge of eliminating it.

Question 5 (2)

Discuss the effect on antibodies when a person is infected by HIV/AIDS.

- AIDS is caused by a virus called HIV, the Human Immunodeficiency Virus. If you are infected with HIV, your body will try to fight the infection. It will make "antibodies" -- special molecules to fight HIV.
- A blood test for HIV looks for these antibodies. If you have them in your blood, it means that you have HIV infection.

Question 6 (3)

Discuss how HIV/AIDS attack the immune system.

- The immune system also has several other important jobs. For example, your immune system can detect cancer in early stages and eliminate it in many cases.
- When a virus or bacteria (also known generically as a germ) invade your body and reproduces, it normally causes problems. Generally, the germ's presence produces some side effect that makes you sick. For

example, the strep throat bacteria (*Streptococcus*) releases a toxin that causes inflammation in your throat. The poliovirus releases toxins that destroy nerve cells (often leading to paralysis).

- Some bacteria are benign or beneficial (for example, we all have millions of bacteria in our intestines and they help digest food), but many are harmful once they get into the body or the bloodstream.

Question 7 (1)

Define the concept window period.

The window period is the period between the onset of HIV infection and the appearance of detectable antibodies to the virus.

Question 8 (2)

Discuss the concept window period.

The window period is very significant in relation to the timing of HIV tests. Persons who are tested during the window period may receive a negative HIV test result although they may be infected with HIV. Persons disclosing HIV-related risk factors in the 14 weeks before testing negative for HIV are encouraged to be retested at the end of the window period.

Question 9 (2)

Explain how the window period affects the accuracy of the test results.

- Any antibody-based blood tests (such as the ELISA, rapid tests and the Western Blot) conducted during this window period may give false negative results.
- Antibodies are produced from about three weeks after infection and usually become detectable by four to six weeks after infection. This four- to six-week period between infection and a positive test is called the window period.

Question 10 (1)

Define opportunistic infections.

An opportunistic infection is an infection that would not normally make a healthy person sick, but will often make a person with a weakened immune system sick. The infection takes advantage of the opportunity offered by a compromised immune system

Question 11 (4)

Name four opportunistic infections.

- Tuberculosis
- Kaposi's sarcoma
- Cytomegalovirus (CMV)
- Toxoplasmosis

Question 12 (10)

Name and discuss the stages of the disease with an example of what happens at each stage.

Stage 1 - The primary HIV infection phase (or acute sero-conversion illness)

Primary HIV infection is the first stage of HIV disease, typically lasting only a week, or two, when the virus first establishes itself in the body. Some researchers use the term **acute HIV infection** to describe the period of time between when a person is first infected with HIV and when **antibodies** (proteins made by the immune system in response to infection) against the virus are produced by the body (usually 6 to 12 weeks) and can be detected by an HIV test.

Stage 2 - The asymptomatic latent phase

After the acute stage of HIV infection, people infected with HIV continue to look and feel completely well for long periods, usually for many years. During this time, the only indication that you are infected with HIV is that you will test positive on standard (antibody) HIV tests and you may have swollen lymph glands.

Stage 3 - The minor symptomatic phase

Show minor and early symptoms through HIV disease through fevers, skin rashes, infections, weight loss, chronic diarrhea etc.

Stage 4 - The major symptomatic phase and opportunistic diseases

Begin to appear when the immune system deteriorates. The person is usually bedridden for at least 50% of the day.

Stage 5 - AIDS-defining conditions: the severe symptomatic phase generally known as full-blown Aids

Patients do not respond to antibiotic treatments and more persistent untreatable opportunistic conditions and cancer manifest. People with full-blown Aids normally die within two years. Prevention may prolong the person's life.

Question 13 (2)

Outline the relationship between human behaviour and HIV/AIDS.

People living with HIV/AIDS are normally seen as an outcast because society are not educated enough to understand that they will not be infected by HIV/AIDS through hugs, handshakes etc. There is a stigma. Someone living with HIV/AIDS must act in a responsible way and realize that he/she may put his/her fellow employees or other people at risk.

Question 14 (2)

Explain how the individual with HIV/AIDS can avoid spreading HIV/AIDS to reduce the risk of infection.

HIV is spread most often through unprotected sex with an infected partner. The virus can enter the body through the lining of the vagina, vulva, penis, rectum, or mouth during sex.

Avoid risky behavior.

HIV can infect anyone who practices risky behaviors such as

- Sharing drug needles or syringes
- Having sexual contact, including oral sexual contact, with an infected person without using a condom
- Having sexual contact with someone whose HIV status is unknown

Question 15 (1)

Explain how to create a caring environment in an organization for workers who has HIV/AIDS

Allocate 1 mark if the learner shows an understanding in his/her own words.

Question 16 (1)

Explain how HIV/AIDS are transmitted.

HIV is transmitted through unprotected sexual intercourse with an infected partner. HIV can also be transmitted through infected blood or blood products, such as blood transfusions, or by the sharing of contaminated needles.

Question 17 (1)

Discuss the importance of organizing ones personal life style.

Allocate 1 mark if the learner shows an understanding in his/her own words.

Total: 40

Assessment based on Competency:

The learner must obtain at least 20/40 to be competent.

Answers for Evidence Guide

Specific outcome 2: Describe what behaviour is safe and what behaviour carries the risk of HIV transmission.

Assessment Criteria:

1. The chances of a person surviving with AIDS are discussed with reference to the latest views on wellbeing of an HIV positive person.
2. The relationship between human behaviour and HIV/AIDS is outlined and ways in which the individual can avoid contracting or spreading HIV/AIDS are indicated with reference to reducing the risk of infection.
3. Examples of behaviour that carry a risk of contracting HIV/AIDS are named and classified according to whether they carry a high, medium or low risk.
4. Situations that have a potential to spread HIV/AIDS in the workplace are discussed and rated in terms of high, medium, and low risk.
5. Fears and common misunderstandings about the transmission of HIV are described in the context of the workplace.

Assignment			Evidence sign off																		
<p>Do research on any company in South Africa and explain the correct behavior in the workplace with someone who is infected by HIV/AIDS and what behaviour carries the risk of HIV transmission.</p> <p>Base the framework for the Assignment on the following information: Use this rating scale to assess the learner's competencies:</p> <table border="1"> <thead> <tr> <th>Criteria</th> <th>Competent</th> <th>Not yet competent</th> </tr> </thead> <tbody> <tr> <td>1. Explain the chances of a person surviving with AIDS are discussed with reference to the latest views on wellbeing of an HIV positive person.</td> <td></td> <td></td> </tr> <tr> <td>2. Discuss the relationship between human behaviour and HIV/AIDS is outlined and ways in which the individual can avoid contracting or spreading HIV/AIDS are indicated with reference to reducing the risk of infection.</td> <td></td> <td></td> </tr> <tr> <td>3. Include at least five examples of behaviour that carry a risk of contracting HIV/AIDS are named and classified according to whether they carry a high, medium or low risk</td> <td></td> <td></td> </tr> <tr> <td>4. Discuss different situations that have a potential to spread HIV/AIDS in the workplace. Rate the risks according to three different levels of risk. They are high, medium, and low risk.</td> <td></td> <td></td> </tr> <tr> <td>5. Describe the different fears of employees and common misunderstandings about the transmission of HIV in the workplace</td> <td></td> <td></td> </tr> </tbody> </table>			Criteria	Competent	Not yet competent	1. Explain the chances of a person surviving with AIDS are discussed with reference to the latest views on wellbeing of an HIV positive person.			2. Discuss the relationship between human behaviour and HIV/AIDS is outlined and ways in which the individual can avoid contracting or spreading HIV/AIDS are indicated with reference to reducing the risk of infection.			3. Include at least five examples of behaviour that carry a risk of contracting HIV/AIDS are named and classified according to whether they carry a high, medium or low risk			4. Discuss different situations that have a potential to spread HIV/AIDS in the workplace. Rate the risks according to three different levels of risk. They are high, medium, and low risk.			5. Describe the different fears of employees and common misunderstandings about the transmission of HIV in the workplace			Self-assessment
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Initial																					
Date																					
ECF evaluation																					
Initial																					

6. Discuss how you can participate as a responsible citizen in the life of a local community by knowing what behaviour is safe and what behaviour carries the risk of HIV/Aids transmission and by taking appropriate safety precautions.			<div style="text-align: right; padding-right: 10px;"><i>Date</i></div>

Assessment based on Competency:

The learner must obtain at least 3/6 to be competent.

Answers for Evidence Guide

Specific Outcome 3: Interpret data and trends in HIV/AIDS in order to explain the potential impact.

Assessment Criteria:

1. Sources of data on HIV/AIDS are identified and appropriate statistics are accessed for a specific organisation.
2. Regional data is interpreted in order to identify trends.
3. Regional data is applied to a specific sector or industry.
4. The potential impact of HIV/AIDS on an organisation is inferred from regional and sector data.

Instruction to the learner:

Collect evidence of data and trends in HIV/AIDS of the potential impact on employees, employers and the society as a whole. Submit to the ECF. The learner must complete the project and submit evidence.

Evidence Required	Evidence sign off
Project	
Base the framework for the Project on the following information:	
1. Identify and collect Sources of data on HIV/AIDS (1 mark)	Self-assessment
2. Identify and collect appropriate statistics are accessed for a specific organisation. (1 mark)	Initial
3. Recognise data in HIV/AIDS and interpret the different trends. (1 mark)	Date
4. Collect Regional data that applies to the Transport Sector or industry. (1 mark)	
5. Interpret the potential impact of HIV/AIDS based on an organisation of regional and sector data. (1 mark)	ECF evaluation
	Initial
	Date

Assessment based on Competency:

The learner must obtain five marks based on all five criteria.

Answers for Evidence Guide

Specific Outcome 4: Investigate the guidelines & assistance that are available to support workers affected by HIV/AIDS.

Assessment Criteria:

1. A company policy on HIV/AIDS or the National Department of Health's document Guidelines for developing a workplace policy and programme is presented graphically.
2. The possible problems that a worker with HIV/AIDS could encounter are listed with suggestions as to what the learner could do to create a caring situation in the workplace.
3. The importance of employers playing a proactive role in addressing the AIDS pandemic is explained and suggestions are made as to how a specific organisation could create a caring environment for workers with HIV/AIDS.
4. The availability of HIV/AIDS prevention and wellness programmes is known and an indication is given of how to access these in a specific organisation or area.
5. The Universal Precautions are known and applied in the work environment.
6. The concept of Voluntary Counselling and Testing (VCT) is explained with reference to the role of two different tests.
7. The effects of HIV infection are explained including the ability of infected persons to perform work and the importance of lifestyle changes to boost the immune system and prevent re-infection.
8. The importance of pre and posttest counselling is known and understood and the implications of HIV testing for an individual are discussed in terms of making a personal decision to take an AIDS test.

Evidence Required				Evidence sign off	
Presentation				Self-assessment	
Base the Presentation framework on the following information:				Initial	
Criteria	Very well presented	Well presented	Poor presented	Date	
1. Present a graphic on the impact of HIV/AIDS in South Africa	2	1	0		
2. Communicate the possible problems that a worker with HIV/AIDS could encounter.	2	1	0		
3. Make suggestions on creating a caring environment for employees who is HIV/AIDS infected in the workplace. Include information on HIV/AIDS prevention and wellness programmes and how an employee can get access to these programmes	2	1	0		
4. Explain how important it is for employers to act proactively in addressing the AIDS pandemic.	2	1	0		
5. Explain how to apply different precautions in the work environment.	2	1	0		
6. Explain the concept of voluntary Counselling and Testing (VCT) reference to the role of two different tests.					
7. Explain the ability of infected employees in the workplace to perform work.	2	1	0		

8. Explain the importance of decision making for pre and posttest counselling.	2	1	0		Initial

Assessment based on Competency:

The learner must obtain at least 6 marks to be competent.

Answers for Evidence Guide

Specific Outcome 5: Explain the implications of the HIV/AIDS pandemic.

Assessment Criteria:

1. The effect of a population composed mainly of children and the aged on the economy and the State is outlined with examples.
2. The need for medical care for people with HIV/AIDS and the implications for employers and the State are discussed with examples.
3. The effect of HIV/AIDS on the workforce and family income is discussed with examples.
4. The implications of HIV/AIDS for an organisation and a specific workplace are discussed with reference to revenue generation, absenteeism, productivity, Human Resource policies and programmes, employment practices, mechanisation, staff turnover and cost of health care.

Instruction to the learner:

Do an interview with a person at the National Department of Health or anyone who is a subject matter expert on HIV/AIDS (counselor).

Evidence Required		Evidence sign off												
<table border="1"> <thead> <tr> <th>Structured questions Everything relates to HIV/AIDS</th> <th>Answer</th> </tr> </thead> <tbody> <tr> <td>1. What is the effect on the population and economy if people are infected by HIV/AIDS?</td> <td></td> </tr> <tr> <td>2. What is the need for medical care for people who are HIV/AIDS infected? Provide examples.</td> <td></td> </tr> <tr> <td>3. What is the effect on the family income if family members are infected by HIV/AIDS?</td> <td></td> </tr> <tr> <td>4. What is the impact on the workplace with people or employees who are infected by HIV/AIDS relating to the following elements:</td> <td></td> </tr> <tr> <td>5. Revenue generation, absenteeism, productivity, Human Resource policies, employment practices etc.</td> <td></td> </tr> </tbody> </table>	Structured questions Everything relates to HIV/AIDS	Answer	1. What is the effect on the population and economy if people are infected by HIV/AIDS?		2. What is the need for medical care for people who are HIV/AIDS infected? Provide examples.		3. What is the effect on the family income if family members are infected by HIV/AIDS?		4. What is the impact on the workplace with people or employees who are infected by HIV/AIDS relating to the following elements:		5. Revenue generation, absenteeism, productivity, Human Resource policies, employment practices etc.			Self-assessment <i>Initial</i> <i>Date</i> ECF evaluation <i>Initial</i> <i>Date</i>
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4. What is the impact on the workplace with people or employees who are infected by HIV/AIDS relating to the following elements:														
5. Revenue generation, absenteeism, productivity, Human Resource policies, employment practices etc.														

Assessment based on Competency:

The learner must submit proof of their visit. When the assessor assesses the learner, he/she must ask the learner to answer these questions based on information obtained from interviewee. The learner must provide information on all five criteria to be competent. Ensure that the VACS principles are applied.

Unit Standard 2 of this Volume

Answers for Evidence Guide

Unit Standard ID Title Maintaining occupational health, safety and general housekeeping

Unit Standard number: 8016

Specific outcome 1:

Use the correct protective clothing and equipment.

Outcome notes

Use the correct protective clothing and equipment in relation to specific freight/commodities and environments.

Assessment criteria:

1. *Explain his/her understanding of what constitutes safety, health and environment appreciation in the broader working environment, and how this relates to good practices within such environments.*

Assessment criterion notes:

- o *Explain his/her understanding of what constitutes safety, health and environment appreciation in the broader working environment, and how this relates to good practices within such environments.*
 - o *Demonstrate application of relevant legislation to ensure compliance with national, and where applicable, international safety and health requirements and environmental standards.*
 - o *Select, demonstrate and/or describe the application of appropriate reporting mechanisms for unsafe working practice and conditions*
 - o *Promptly identify possible contingency plans according to the type and scale of a simulated emergency.*
 - o *Select, explain and demonstrate good housekeeping practices (e.g. preparing dunnage, stacking within demarcated areas).*
 - o *Determine and explain means for possible improvements in health, hygiene, environmental and safety practices in a given scenario.*
2. *Demonstrate application of relevant legislation to ensure compliance with national, and where applicable, international safety and health requirements and environmental standards.*
 3. *Select, demonstrate, and/or describe the application of appropriate reporting mechanisms for unsafe working practice and conditions.*
 4. *Promptly identify possible contingency plans according to the type and scale of a simulated emergency.*
 5. *Select, explain, and demonstrate good housekeeping practices (e.g. preparing dunnage, stacking within demarcated areas).*
 6. *Determine and explain means for possible improvements in health, hygiene, environmental and safety practices in a given scenario.*

Instruction to the learner:

Demonstrate the correct protective clothing and equipment in relation to specific freight/commodities and environments. The learner must be competent in all the areas.

Evidence Required (Observation) – Use a video				Evidence sign off	
Complete the following checklist					
Criteria The learner is able to:	Competent (Yes)	Not yet competent (No)	Comments	Self-assessment	
1. Demonstrate the ability to comply with Dress code for Protective clothing				Initial	
2. Demonstrate the ability to use the correct equipment.				Date	
3. Explain his/her understanding of what constitutes safety, health, and environment appreciation in the broader working environment.					
4. Demonstrate application of relevant legislation to ensure compliance with national, and where applicable, international safety and health requirements and environmental standards.				ECF evaluation	
5. Select, demonstrate, and/or describe the application of appropriate reporting mechanisms for unsafe working practice and conditions.				Initial	
6. Identify possible contingency plans according to the type and scale of a simulated emergency.				Date	
7. Select, explain, and demonstrate good housekeeping practices (e.g. preparing dunnage, stacking within demarcated areas).					
8. Determine and explain means for possible improvements in health, hygiene, environmental and safety practices in a given scenario.					

Assessment based on Competency:

The learner must be competent in all eight criteria because this includes Occupational Health and safety Standards and Legislation requirements.

Answers for Evidence Guide

Specific outcome 2: Implementing and complying with the relevant procedures.

Outcome notes

Implementing and complying with the relevant procedures, material requirements and methodologies in maintaining prescribed safety, health, and environmental standards in the workplace (e.g. ensure cleanliness, report faulty equipment).

Assessment Criteria

1. *Explain his/her understanding of what constitutes safety, health and environment appreciation in the broader working environment, and how this relates to good practices within such environments.*
2. *Demonstrate application of relevant legislation to ensure compliance with national, and where applicable, international safety and health requirements and environmental standards.*
3. *Select, demonstrate, and/or describe the application of appropriate reporting mechanisms for unsafe working practice and conditions.*
4. *Promptly identify possible contingency plans according to the type and scale of a simulated emergency.*
5. *Select, explain, and demonstrate good housekeeping practices (e.g. preparing dunnage, stacking within demarcated areas).*
6. *Determine and explain means for possible improvements in health, hygiene, environmental and safety practices in a given scenario.*

Instruction to the learner:

Demonstrate how to implement and comply with the relevant procedures, material requirements and methodologies in maintaining prescribed safety, health and environmental standards in the workplace (e.g. ensure cleanliness, report faulty equipment).

Evidence Required (On the job - Observation)				Evidence sign off
Complete the following checklist				
Criteria The learner is able to comply with the Safety procedures relating to the following:	Competent (Yes)	Not yet competent (No)	Comments	Self assessment
Does the learner comply with the Health and Safety regulations?				Initial _____
Does the learner implement best practices?				Date _____
Does the learner comply with the Occupational Health and Safety Act?				ECF evaluation
Does the learner <i>apply reporting mechanisms for unsafe working practice and condition?</i>				Initial _____
Does the learner solve problems by recognising potential non-compliance situations in and around the work environment?				Date _____
Does the learner and demonstrate initiative in recommending and applying corrective measures in accordance with relevant legislation, regulations and company policies and procedures?				_____
Does the learner report potential non-compliance situations?				
Assessment based on Competency: The learner must be competent in all the criteria because this includes Occupational Health and safety Standards.				

Answers for Evidence Guide

Specific Outcome 3: Implementing selected mechanisms for the minimising of risks.

Outcome notes

Implementing selected mechanisms for the minimising of safety, health and environmental impacts and risks as specified in current legislation (e.g. Occupational Health and Safety Act), NOSA requirements and organisational policies (e.g. removal of waste).

Assessment Criteria

1. *Explain his/her understanding of what constitutes safety, health and environment appreciation in the broader working environment, and how this relates to good practices within such environments.*
2. *Demonstrate application of relevant legislation to ensure compliance with national, and where applicable, international safety and health requirements and environmental standards.*
3. *Select, demonstrate, and/or describe the application of appropriate reporting mechanisms for unsafe working practice and conditions.*
4. *Promptly identify possible contingency plans according to the type and scale of a simulated emergency.*
5. *Select, explain, and demonstrate good housekeeping practices (e.g. preparing dunnage, stacking within demarcated areas).*
6. *Determine and explain means for possible improvements in health, hygiene, environmental and safety practices in a given scenario.*

Instruction to the learner:

Implementing selected mechanisms for the minimising of safety, health and environmental impacts and risks as specified in current legislation (e.g. Occupational Health and Safety Act), NOSA requirements and organisational policies (e.g. removal of waste).

Answers for Evidence Guide

Evidence Required		Evidence sign off
Group Assessment Questionnaire		
Name of Learner: _____		Self-assessment
Question 1		<i>Initial</i>
Does the learner encourage peers to maintain hygiene standards?		<i>Date</i>
<input type="checkbox"/> Yes <input type="checkbox"/> No	Motivate your answer:	
Question 2		ECF evaluation
Does the learner implement mechanisms to minimise safety, health, and environmental precautions to risk?		<i>Initial</i>
<input type="checkbox"/> Yes <input type="checkbox"/> No	Motivate your answer:	<i>Date</i>
Question 3		
Does the learner follow the correct Legislation, Health, and Safety procedures?		
<input type="checkbox"/> Yes <input type="checkbox"/> No	Motivate your answer:	
Question 4		
Does the learner cooperate with other team members to ensure that the risks are reduced?		
<input type="checkbox"/> Yes <input type="checkbox"/> No	Motivate your answer:	

Assessment based on Competency:

The learner must be competent in all the criteria because teamwork is crucial to minimise risks towards fellow colleagues and oneself.

Unit Standard 3 of this Volume

Unit Standard ID Title: Carry out basic first aid treatment in the workplace
Unit Standard number: 116534

Based on the target audience in line with the purpose of the unit standard, the following is recommended:

The learner is requested to attend First Aid Training to carry out basic first aid treatment in the workplace. First Aid is a specialised field, and can not assume that the learner will be able to do First Aid immediately and include risks. After the learner completed the First Aid Training in line with the Unit Standard, he/she will then be assessed on the following in order to declare him/her competent.

The Evidence will include one of the following options:

Option A

A certified copy of a certificate for First Aid Training that proofs that the outcome of this Unit Standard has been met.

Or

Option B

The learner has to complete the following assessments and must be declared competent before he/she can carry out First Aid in the workplace.

1. Written Knowledge Questionnaire
2. Assignment
3. Role Play

Specific outcome 1: Describe first aid equipment and procedures, and explain their basic application.

Assessment Criteria

1. The description identifies the dressings and bandages and their application to the specific condition of the injuries in accordance to specific requirements.

Assessment criterion range:

Dressings must include adhesive, un-medicated sterile, gauze, roller, and pressure bandages, triangular bandages, and slings.

2. Equipment used in the treatment of the casualty or condition is correctly identified, and the application described according to accepted first aid practice and design specifications.

Assessment criterion range:

Equipment must include stretchers, spinal boards, blankets, splints, and thermometers.

3. Personal protective devices for use during treatment of casualties are identified and their purpose and application accurately described and explained.

Assessment criterion range:

Protective equipment must include: mouthpieces, surgical gloves.

4. The methods for treating injuries and illnesses are described according to international emergency care practice. The correct use and application of equipment with reference to the type of injury/illness sustained are explained. The importance of applying methods and procedures is explained with reference to the basic functioning of the body.

Assessment criterion range:

The systems must include respiratory, circulatory, and nervous systems.

Critical Cross-field outcomes:

UNIT STANDARD CCFO WORKING

Work effectively with others as members of a team, group, organisation, or community. Note: The ability and willingness of the candidate to accept interpret and delegate work instructions correctly, when and if required, in an appropriate manner indicates that he/she can work effectively as a team member in the bigger organisational structure.

UNIT STANDARD CCFO ORGANISING

Organise and manage themselves and their activities responsibly and effectively. Note: The competence in applying acquired knowledge and skills will indicate that the candidate can organise and manage activities in his/her working environment.

UNIT STANDARD CCFO DEMONSTRATING

Demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation. Note: The ability of the candidate to identify and refer anomalous conditions to specialist services confirms understanding that a specific observation, inference, action, or decision can have an interrelated effect.

Specific outcome 2: Assess the accident scene of the incident, make safe and report.

Assessment Criteria

1. *Workplace hazards and risks are identified. Actions are taken to make safe, and are appropriate to the urgency of the situation and the nature of the hazard or risk according to standard first aid and safety practice.*
2. *Specific hazards and risks associated with the particular incident are identified. Preventative measures are consistent with accepted health and safety practice and particular situational requirements.*
3. *The reporting of the accident/incident to the designated person/s is done in such a way that the nature of incident and support requirements is clearly conveyed.*
4. *The importance of assessing, making safe and reporting is explained with reference to the actual or potential worsening of the incident and working place safety.*

Critical Cross-field outcomes:**UNIT STANDARD CCFO COMMUNICATING**

Communicate effectively, using visual, mathematical and / or language skills in the modes of oral and / or written presentations. Note: The ability of the candidate to use assessment skills, communication and language skills will indicate his/her effectiveness to communicate information in the modes of oral and written presentations.

UNIT STANDARD CCFO COLLECTING

Collect, analyse, organise and critically evaluate information. Note: The ability of the candidate to collect, organise and evaluate the necessary information and explain meanings and results will indicate proficiency.

Specific Outcome 3: Prioritise casualties and treat.

Assessment Criteria

1. *The first assessment of the scene and prioritising of casualties is in line with accepted Triage principles.*

Assessment criterion range:

Priority order in terms of severity must include: airways, breathing, circulation, internal and external injuries, and/or medical conditions.

2. *People willing and able to assist are identified and tasks assigned according to priority and sound first aid principles.*

3. The examination is thorough, and accurately determines the nature and severity of the casualty in accordance with sound first aid principles.
4. The treatment is consistent with the urgency of the situation, and the nature and severity of the casualty, and aseptic principles.
5. The casualty's condition is closely monitored and treatment adjusted as required in the light of vital signs and condition.
6. The first aid method applied promotes recovery, and prevent worsening of the condition in accordance with sound first aid principles.
7. Reports on the actions taken are clear and promote effective further treatment by emergency support and trained professionals.

Assessment criterion range:

Reports to include: Proto Teams, paramedics, medical professionals.

8. Details of the incident and treatment undertaken are complete and accurately recorded in the prescribed format.

Critical Cross-field outcomes:

UNIT STANDARD CCFO SCIENCE

Use science and technology effectively and critically showing responsibility towards the environment and health of others. Note: The ability of the candidate to use science and technology effectively will contribute towards promotion of holistic emergency care and rehabilitation.

The Purpose of the unit standard

This unit standard is for persons who are responsible to apply first aid in a working place. Persons credited with this standard are able to:

- ☐ Describe first aid equipment and explain basic application
- ☐ assess the accident scene, report and make safe
- ☐ prioritise the casualties and treat

Assessment based on Competency:

The learner must attend hands on training. It is recommended that an accredited Training Provider who can register each learner on a database do First Aid Training. First Aiders are issued with a competency certificate if they meet the requirements of this unit standard. There is an issue date and expires after a certain period. Learners need to apply again before the expiring date of the certificate.