

Qualification Information:	Qualification Title	Skills Programme ID	NQF Level		Credits	
Curriculum Code: 900232-000-00-00	Skills Programme: Basic Emergency First Aid Responder	SP-230801	02		02	
Knowledge Component			Notional Hours	Implementation Schedule (8 Hourly)	Assessment Schedule	Training Venues
900232-000-00-KM01	Fundamental Concepts and Principles of Basic Emergency First Aid NQF Level 2, Cr 1	10 Hours	2 Days	2 Hours	Main Campus	
Practical Component			(8- Hourly Training sessions)			
900232-000-00-PM-01	Provide Basic Emergency First Aid NQF Level 2, Cr 1	10 hours	2 Days	2 Hours	First Aid Simulation Room	

## General Information

### Skills Programme Rationale

This skills programme is critical, and it will enable workplaces across all sectors to meet their legal obligations relating to the provisioning of first aid care in the workplace.

In South Africa, employers have a legal obligation to provide adequate and appropriate first aid training to their employees.

This obligation is outlined in the Occupational Health and Safety Act, 85 of 1993, which requires employers to take reasonable steps to ensure the health and safety of their employees in the workplace.

Section 8 of the Occupational Health and Safety Act requires employers to provide and maintain, as far as reasonably practicable, a working environment that is safe and without risk to the health of their employees.

In addition to the Occupational Health and Safety Act, the General Administrative Regulations (GAR) under the Mine Health and Safety Act,

29 of 1996 and the Construction Regulations under the Occupational Health and Safety Act also require employers to provide adequate first aid training.

This includes provision of adequate first aid equipment, facilities, and training to enable employees to respond to emergencies and provide first aid care when necessary.

### Purpose

Benefit the learners:

Achieving a Basic Emergency First Aid Responder certificate provides several benefits for the learner, including:

- Increased employability: Many employers require their employees to have basic first aid skills, and a Basic Emergency First Aid Responder certificate increases the learner's chances of being employed or promoted in a variety of industries and occupations.

- Ability to respond to emergencies: Basic first aid skills enable the learner to respond to emergencies in their personal and professional life, such as accidents, injuries, and sudden illnesses. This improves their ability to care for themselves, family, and the community.

- Increased confidence and self-esteem: It build learners' confidence and self-esteem, knowing that they have the skills and knowledge to help others in need.

- Potential to save lives: It enables a learner to provide immediate care and support to someone who is injured or ill, which can potentially save lives.

- Personal development: Learning basic first aid skills provides an opportunity for personal growth and development, as the learner gains new knowledge and skills and develops their ability to think and act in emergency situations.

- Contribution to society: By becoming a certified basic Emergency First Aid responder, the learner contributes to the well-being of their community and society by providing immediate care and support to those in need.

### **Minimum entry requirements**

Open Access (no minimum entry requirements)

### **Typical Graduate attributes**

A competent emergency first aid responder should possess several attributes, including:

- Calm and focused:
- Empathetic and compassionate:
- Organised and efficient:
- Ethical and professional:

## **RECOGNITION OF PRIOR LEARNING (RPL)**

### **RPL for Access to Training:**

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

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.

## **INTEGRATED ASSESSMENT**

Formative Assessments conducted internally.

- Formative assessments are conducted throughout the training of learners. A range of formal, non-formal, and informal ongoing assessment activities are used to focus on teaching and learning outcomes to improve learner attainment.

- Formative assessments are conducted continuously by the facilitator to feed into further learning, to identify strengths and weaknesses, and to ensure the learner's ability to apply knowledge, skills and workplace experience gained.
- Formative Assessments are conducted by the accredited Skills Development Provider (SDP), and a variety of ongoing assessment methods may be used, for example, quizzes, assignments, tests, scenarios, role play, interviews. Continuous feedback must be provided.

#### **Integrated Summative Assessments conducted Internally.**

- Integrated Assessment involves all the different types of assessment tasks required for a particular qualification, part-qualification, or occupational skills programme, such as written assessment of theory and practical demonstration of competence. To achieve this, the Internal Assessment Criteria (IAC) for all modules as found in the QCTO curriculum document must be followed.
- 
- An accredited SDP should implement a well-designed, formal, relevant, final internal Summative Assessment strategy for all modules to prepare learners for the EISA. These assessments evaluate learning achievements relating to the achievement of each module of the relevant components of the qualification, part-qualification, or skills programme.

- Internal Summative Assessments are developed, moderated, and conducted by the SDP at the end of each module or after integration of relevant modules, e.g., applied knowledge tests, workplace tasks, practical demonstrations, simulated tasks/demonstrations, projects, case studies, etc

#### **De-centralised Final Integrated Supervised Assessment (FISA) for Skills Programmes**

- The FISA is de-centralised, and the assessment standards set by the QCTO must be implemented by the accredited SDP in the development, moderation, and implementation of all FISA for Skills Programmes.
- The accredited SDP manages and conducts the FISA and submits learner results for QCTO approval for certification, according to QCTO required compliance standards.
- For entrance into the FISA, the learner must have completed the Skills Programme successfully and be found competent in all modules, recorded internally by the SDP.
- All learners gain entrance to the Final Integrated Supervised Assessment by successfully completing all formal summative assessments conducted by the SDP.

**Format of FISA:**

- A practical assessment integrating the relevant Exit Level outcomes, with a simultaneous verbal assessment of embedded knowledge by the assessor before, during or after the FISA.
- All FISAs must be supervised, and virtual FISAs must be recorded, and camera monitored throughout the assessment.
- All Exit Level Outcomes must be covered in the FISA. In the FISA, the learner must demonstrate applied knowledge and skills to prove that the competencies of the Skills Programme have been achieved.
- The FISA may not contain any assessments used in the "Continuous Assessment" process (thus no re-assessment).
- Special considerations should be made for candidates with special learning needs

**Standards for Final Integrated Supervised Assessment (FISA):**

- The learner should be provided with a brief/job card/task to demonstrate what the learner should show, know, or produce in a product, relevant to the Exit Level Outcomes and the purpose of the Skills Programme.
- This is the section where the learner must show applied competency

(what the learner must be able to do, and to what expected standard)

**Condition for Performance:**

- The learner will be given a range of scenarios simulating different emergency situations within a typical workplace, domestic and/or community setting.
- Candidates must be provided with a complete and appropriately equipped first aid kit and the casualties will be a combination of actual people who have received a specific brief to role-play specific injuries or illnesses and first aid practice dummies for testing procedures such as CPR.
- The allocated tasks will be time sensitive and will include at least one common Medical Emergency, one Trauma casualty and one environmental emergency casualty.

**Assessment Guidelines:** The learner should be provided with clear guidelines and instructions on how to complete the assessment tasks, including the assessment criteria and expected outcomes.

**What Specifically must be achieved:****Candidates must competently:**

- Assess the scene and take appropriate action to ensure safety.

- Assess the patient/casualty and correctly identify the injuries and symptoms.
- Competently apply the basic first aid techniques to stabilise the person.
- Correctly execute the verbal and written handover activities.

The learner should be able to complete the tasks or projects accurately, efficiently, and independently within the specified time limit.

**The competency criteria that must be applied for a basic emergency first aid responder relevant to incident scene assessment, patient assessment, patient stabilization, and patient handover include:**

- Incident scene assessment: The basic first aid provider should be able to assess the incident scene to identify any hazards, ensure the safety of the patients and bystanders, and provide appropriate first aid care. This includes identifying any potential dangers or hazards, ensuring personal safety and the safety of others, and initiating appropriate safety measures.
- Patient assessment: The basic first aid provider should be able to assess the patient's condition to identify any injuries or illnesses and provide appropriate first aid care. This includes assessing the patient's airway, breathing, and circulation, identifying any bleeding or injuries, and providing appropriate first aid care based on the patient's

condition.

- Patient stabilization: The basic first aid provider should be able to stabilize the patient's condition to prevent further harm and promote recovery. This includes providing basic life support procedures, administering appropriate first aid care, and positioning the patient correctly when necessary.

- Patient handover: The basic first aid provider should be able to provide a detailed and accurate handover report to medical personnel to ensure the patient receives appropriate care and treatment. This includes providing information on the patient's condition, treatment provided, and any relevant medical history.

The FISA is scored by a panel of assessors using a rubric to declare the candidate Competent or Not Yet Competent. Required improvement areas must be indicated.

**Duration of the Assessment:** The duration of the assessment would depend on the number of tasks or projects that the learner is required to complete. However, a typical assessment could take between 1 and 2 hours.

**Submission of final results**

Final results must be submitted to the QCTO in the required format, within 21 days of the date of the FISA, together with the following:

- Completed QA Verification Report on the FISA (QCTO template: relevant sections).
- A copy of the final Assessment Instrument used, as well as the marking guideline/rubric.

### Course Requirements:

- Study Material

### Work Opportunities/further learning

A qualified learner who has completed the skills programme for basic emergency first aid responders may operate in any of a range of occupations in different industries, such as:

- Factory workers, machine operators, and maintenance workers.
- Construction workers, builders, and engineers may need basic emergency first aid skills to respond to accidents or injuries that may occur on construction sites.
- Miners and mine workers at all levels within the mining sector.
- Caregivers may require basic emergency first aid skills to respond to emergencies that may occur in healthcare facilities.
- Teachers, coaches, and other education professionals may require basic emergency first aid skills to respond to accidents or injuries that may occur in schools or other educational settings.
- Retail workers, such as cashiers and sales associates, may require basic emergency first aid skills to respond to accidents or injuries that may occur in stores or other retail environments.

### Learning Opportunities:

Once a person has achieved the basic emergency first aid certificate, there are several further learning opportunities available to them, including:

- **Intermediate Emergency First Aid Responder:** Learners can progress to the intermediate level of emergency first aid training, which covers more advanced techniques and procedures for treating injuries and illnesses.
- **Specialised First Aid Training:** Learners can also pursue specialised first aid training, such as wilderness first aid, paediatric first aid, or workplace-specific first aid training.
- **CPR and AED Training:** Learners can obtain additional training in cardiopulmonary resuscitation (CPR) and automated external defibrillator (AED) use, which are important skills for emergency first aid responders.
- **First Aid Facilitator Training:** Learners can also pursue training to become certified first aid instructors, which enables them to teach and train others in basic first aid skills
- **Sports officials**, such as coaches and administrators

### Fees

- Registration Fees: **R1000**
- Deposit fees: **R3000**
- Total Fees: : **R12,500**

**Duration:** 4 Days