

Basic first aid

Unit delivery and assessment pack



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Contents

This unit delivery and assessment pack provides teachers with the information they need to deliver this unit.

The pack is structured as follows:

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The UK Government has announced plans to restrict social media use by children under 16, which may impact some of our qualifications. We will keep our qualifications under review and make any necessary updates as further details become available

Unit overview

Title	Basic first aid
Suite	Skills for Life
Unit Codes	S602E1 S602E2 S602E3 S602L1 S602L2
GLH	20
Unit Aim	To develop learners' knowledge and practical skills to carry out every day first aid procedures and know what to do in an emergency, including knowing who to ask for support.
Unit Summary	This unit helps learners develop the skills required to respond appropriately in first aid situations and emergencies. At Entry Level, the emphasis is on recognising simple first aid situations, following basic instructions, recognising when someone needs help, and knowing how to help and support them. At Levels 1 and 2, the focus shifts towards building independence and confidence in applying first aid knowledge and skills in different types of emergencies and learning who to contact and how to communicate accurate information effectively when seeking support. Practical activities using first aid equipment and roleplay scenarios for responding to and finding help in different situations, will help learners apply their knowledge and know what to do in an emergency.
Curriculum for Wales	Areas of learning and experience: This unit supports progress towards the Science and technology statement of what matters: <i>The world around us is full of living things which depend on each other for survival</i>. It also supports progress towards the Health and well-being statement of what matters: <i>Our decision-making impacts on the quality of our lives and the lives of others</i> as well as progress towards the Languages literacy and communication statement of what matters: <i>Understanding languages is key to understanding the world around us</i>. Learners will understand the importance of caring for others in emergency situations and will learn to make safe and responsible decisions, communicate effectively in emergencies, and use basic first aid skills to help themselves and others. Integral and cross-curricular skills: Learners will have opportunities to develop their critical thinking and problem-solving skills as well as their personal effectiveness and literacy skills and demonstrate their application in practical contexts. At Entry Level, learners practise following simple steps to give first aid, using clear

words and basic problem-solving to keep themselves and others safe. At Levels 1 and 2, learners apply first aid skills independently in a range of scenarios, making decisions, communicating effectively, and reflecting on their actions to solve problems safely.

Cross-cutting themes: Careers and work-related experiences are developed as learners are introduced to the idea that first aid is a useful life skill that can be important in many jobs. Entry Level learners begin to understand that being able to help in an emergency shows responsibility and teamwork, which are valued in the workplace. Level 1 and 2 learners develop a deeper understanding of how first aid skills are linked to a wide range of careers (such as health and social care, education, public services, childcare, sport and leisure). They build transferable skills, such as communication, problem-solving, and working under pressure, and gain confidence that first aid training can enhance their employability and progression in future training or work.

Entry Level Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)		
	Entry 1	Entry 2	Entry 3
LO1 Know about everyday first aid	E1 1.1 Give an example of what first aid is E1 1.2 Point out when first aid might be needed E1 1.3 Name some basic first aid items	E2 1.1 Give a statement about what first aid is and why it is important E2 1.2 Indicate two situations when first aid may be needed E2 1.3 Label the use of some basic first aid items	E3 1.1 Give a description of what first aid is and why it is important in everyday life E3 1.2 Give examples of common situations where first aid is required E3 1.3 Give a description of how some basic first aid items are used
LO2 Be able to carry out basic first aid actions safely	E1 2.1 Carry out a basic first aid action with support E1 2.2 Use a basic first aid item safely, as directed	E2 2.1 Follow simple instructions to carry out a basic first aid action E2 2.2 Use simple first aid items appropriately E2 2.3 Describe how to act safely when giving first aid	E3 2.1 Demonstrate a basic first aid action independently E3 2.2 Describe which first aid items were used and what they are for E3 2.3 Explain which safety precautions were used and why they are important

LO3 Be able to recognise and respond to an emergency	E1 3.1 Point out simple signs of an emergency E1 3.2 Show how to get help or call 999	E2 3.1 Recognise signs of an emergency E2 3.2 Demonstrate the first actions to take in an emergency	E3 3.1 Describe different types of emergencies E3 3.2 Demonstrate the correct steps to take when responding to an emergency E3 3.3 Demonstrate how to give reassurance and use calming strategies until help arrives
LO4 Know how to get help in an emergency	E1 4.1 Name someone who can help in an emergency E1 4.2 Show how to ask for support in an emergency	E2 4.1 Identify people who can help in an emergency E2 4.2 Give simple information when asking for help E2 4.3 Indicate when to call 999 to get help	E3 4.1 Explain who to contact for help in emergencies E3 4.2 Explain what information to give when calling 999 E3 4.3 Describe other ways of getting support in an emergency

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Level 1 and Level 2 Learning Outcomes and Assessment Criteria

Learning Outcomes (the learner will)	Assessment Criteria (the learner can)	
	Level 1	Level 2
LO1 Understand the purpose of first aid in everyday situations	L1 1.1 Describe the purpose of first aid in everyday life L1 1.2 Identify three common first aid situations L1 1.3 Identify ways of preventing at least one common first aid situation L1 1.4 Describe the uses of three or more basic first aid items	L2 1.1 Explain the purpose of first aid and its importance in everyday life L2 1.2 Explain how to recognise common first aid situations L2 1.3 Explain how to prevent common first aid situations L2 1.4 Explain safe and effective usage of a range of first aid equipment
LO2 Be able to carry out first aid skills safely	L1 2.1 Demonstrate how to carry out two or more basic first aid actions L1 2.2 Follow correct safety procedures when giving first aid L1 2.3 Demonstrate how to use simple first aid equipment appropriately L1 2.4 Follow correct hygiene precautions when giving first aid	L2 2.1 Demonstrate how to carry out first aid in work, life and community settings L2 2.2 Apply safe practice when giving first aid in different situations L2 2.3 Demonstrate correct use of a variety of first aid equipment L2 2.4 Explain the importance of infection control when giving first aid

LO3 Know how to assess and respond appropriately to different emergencies	L1 3.1 Describe the signs of two different emergency situations L1 3.2 State the correct sequence of actions to take when responding to an emergency L1 3.3 Describe how to use calming strategies and keep yourself and others safe	L2 3.1 Explain how to recognise a range of emergencies L2 3.2 Explain how to prioritise a range of emergencies L2 3.3 Explain in detail the correct steps to take when responding to an emergency L2 3.4 Explain how to provide reassurance and support to others until professional help arrives
LO4 Be able to get help and communicate accurate information in an emergency	L1 4.1 Demonstrate who to contact for different emergency situations L1 4.2 Demonstrate how to provide accurate information when calling for help L1 4.3 Suggest one other source of support in an emergency	L2 4.1 Demonstrate how to access appropriate help in a range of emergency situations L2 4.2 Demonstrate how to provide accurate and detailed information when seeking help L2 4.3 Suggest how and when to access additional sources of support and guidance in emergency situations

If not specified, then a plural reference within assessment criterion refers to a minimum of two.

Delivery guidance

Planning courses

Each unit in the Skills for Life and Work suite is awarded individually. When planning courses, teachers should consider the potential qualification outcomes for individual learners.

Closely related units that might be delivered alongside Basic first aid include Community participation, Looking after others, Mental health and wellbeing, Personal safety, and Understanding self and others. The Community participation and Looking after others units complement Basic first aid by developing the knowledge, skills and behaviours that learners need to support themselves and others safely, with empathy and care. The Mental health and wellbeing unit supports learners to use calming strategies and provide reassurance in emergencies, Personal safety teaches learners to recognise and manage risks, protecting themselves and others, and Understanding self and others encourages awareness of individual needs and effective communication. Each of these units and the relevant skills they develop enhance the safe and confident practice of first aid.

There may also be links to other WJEC qualifications, including the Post 16 Pathways to Employment qualifications, Health and Social Care/Childcare/Care and Self Development and Wellbeing.

For full details of the Skills for Life and Work units and qualifications please refer to the qualification specification.

Amplification of learning outcomes

The amplification of the learning outcomes provided below should support teachers in developing content for delivery. Teachers can develop and tailor content as appropriate to their learners, whilst ensuring that the learners are provided with knowledge, understanding and the opportunity to develop and apply the skills needed to meet the learning outcomes and assessment criteria. Content should be considered in the context of:

- the level the learner is working at
- providing opportunities for progression
- centre facilities and resources
- local, national and international contexts, as appropriate.

Teachers may find it helpful to refer to the level descriptors within the qualification specification.

Learning outcome	Amplification
LO1	First aid is the immediate help given before professional help arrives and involves simple actions that help to keep someone safe. It can save lives and prevent conditions getting worse. Examples of first aid situations include, but are not limited to: • minor cuts and grazes • burns and scalds (for example from hot water, cooking, sunburn) • nosebleeds • falls, bumps and sprains • choking (for example on food) • stings and bites • feeling faint, dizzy or collapsing. Basic first aid items could include, but are not limited to: • plasters • bandages • cold packs • gloves • antiseptic wipes • scissors. Examples of risks in everyday situations include: • wet floors • boiling water • sharp knives • hot surfaces • trip hazards. For Level 1 and 2 Learners: Additional first aid items: • slings • sterile trauma dressing • burn gel sachets or dressings (such as <i>Burnshield</i>) • resuscitation aids for safe CPR (such as face shields) • Automated External Defibrillator (AED). How to prevent situations: • recognising warning signs and symptoms, such as: • bleeding • swelling • breathing difficulties • dizziness • spotting risks in everyday environments, such as: • wet floors • sharp objects • chemicals • unsafe equipment.

LO2	First aid actions include cleaning or treating: • cuts • burns • nosebleeds • choking • bleeding. Hygiene and safety precautions: • follow instructions • ensure area is safe • wash hands • wear gloves • use equipment correctly • dispose of equipment safely • stay calm. For Level 1 and 2 Learners: Additional first aid actions include treating: • fainting/dizziness • collapse • sprains • minor fractures. Ensuring safe disposal of contaminated equipment and working independently.
LO3	Examples of emergencies include when someone: • has fallen • is bleeding • is shouting for help • is not responsive • has a broken bone • has a swelling • is not moving • is breathing heavily. Actions to take: • check for danger • call for help • check if person is responsive • reassure the person (for example through role-play reflection) • call 999.

	For Level 1 and 2 Learners: Types of emergencies: • injury • difficulty breathing • collapse/unconsciousness • heavy bleeding • choking • burns • heart attack/stroke. Follow DRABC: Danger → Response → Airway → Breathing → Circulation.
LO4	Who to ask for help: • teacher • first aider • 999 i.e. ambulance service/police/fire service. Information to give: • name and location or address • what has happened. Ways of getting help: • asking a bystander • using first aid apps • contacting non-emergency services. For Level 1 and 2 Learners: Information to give: • patient details (age/name) • type of injury. Additional ways of getting help: • NHS 111 • helplines • digital first aid resources.

Suggested activities

This section gives some suggested activities to support teaching and learning in a vocational context consistent with the philosophy and intent of the unit and associated qualifications. Useful resources and possible contacts that could be made in the delivery of the learning are also signposted.

The following activities would be suitable for use with Entry Level learners:

- labelling images of injuries (burns, cuts, swelling, fainting, etc.)
- matching first aid items to their uses (using picture cards or real first aid kit)
- watching and reviewing first aid videos from St John's Ambulance or the NHS (with discussion prompts or guided questions)

- use of first aid kits, manikins, gloves, bandages and wipes (basic handling/naming)
- use of checklists to follow very simple steps (for example, “wash hands → put on plaster”)
- practising the basic recovery position (with step-by-step prompts)
- cleaning and dressing minor wounds (with guidance)
- applying compresses and treating nosebleeds (supported practice)
- responding to burns using cold water
- group discussion around emergency vs non-emergency
- sorting scenarios based on type of incident or emergency (minor cut vs broken bone vs choking)
- using a traffic light system (red/amber/green) to categorise incidents and emergencies
- use of roleplay cards to act out an injury/condition for others to respond to
- roleplay assessment of patients in staged scenarios (simple scripts/guided)
- ‘chalk drawing’ outline activities to assess a situation
- practising making mock 999 calls (with support)
- using scenario cards and observation sheets to show correct steps.

The following activities would be suitable for use with Level 1 and 2 learners:

- creating a first aid dictionary or glossary of key terms
- creating a poster, leaflet or presentation about first aid
- cleaning and dressing minor wounds (independently)
- applying compresses and treating nosebleeds (independently)
- practising the recovery position (less prompting, better fluency)
- responding to burns using cold water (explaining why)
- roleplay scenarios requiring choice of correct response
- group sorting and traffic light activities with explanation of choices
- mock 999 calls with correct details needed (address, type of injury)
- using observation sheets and checklists for peer/self-assessment
- practising real-time decision making under pressure/timed conditions
- roleplay assessment of complex or mixed patient scenarios
- individual or group presentation on the emergency services and their different roles
- writing ‘help notes’ or ‘lanyard passes’ to support people with conditions (such as seizures, diabetes)
- reviewing first aid videos critically (what was done correctly/what could be improved).

Sources of evidence

This unit is centre assessed and externally quality assured by WJEC. Assessment must be accessible, using clear language and reflecting the learner’s level. Learners should demonstrate knowledge and skills through realistic activities such as roleplay, case studies, or projects. Whilst evidence may be verbal, written, practical or visual, extended written work is not required unless appropriate. Each unit must be assessed independently, even if tasks cover multiple criteria. Assessor judgements should focus on the meeting of standards, not on spelling or presentation unless specifically assessed. Full assessment guidance is available in the qualification specification.

Possible sources of evidence may include:

- completed matching worksheet or card sort
- photographs or video clips of learners carrying out actions
- teacher observation sheets/checklist noting performance
- peer feedback forms

- audio/video recordings of mock calls
- group posters showing emergency contacts and when to use them
- completed poster/leaflet/presentation
- Q&A/discussion notes
- teacher observation notes
- audio/video recording of scenarios/emergency response
- learner scenario sheets (who to contact and why)
- peer/teacher feedback focus on effectiveness of communication
- learner reflection sheet (how they stayed calm or safe).

Experiences

To provide a real-world context you could:

- invite a trained first aider or paramedic to give a demonstration of basic first aid procedures and discuss real-life emergency situations. Learners could watch the demonstration and make simple notes or tick off the steps they observe in the first aid procedure. Working in groups, they could practise basic first aid skills shown during the demonstration (for example applying a plaster, bandaging, using a cold pack) under supervision and discuss what they would do in different situations described, linking to DRABC or safety principles. They could then reflect on the experience by sharing it or writing down one thing they learned and one way they could apply it in everyday life.
- arrange a visit to a local healthcare or community service (such as an ambulance station, clinic) to see how first aid skills are used in the workplace. Learners could prepare questions in advance about first aid scenarios, procedures, equipment, safety measures and emergency responses in the workplace and ask the questions during the visit. Learners could then locate and identify different first aid items used in a real setting, discussing their purpose and safe use. Learners could then note new skills or knowledge gained and think about how this connects to everyday life or future careers.
- organise practical scenario role-plays where learners respond to simulated injuries or emergencies, helping them apply skills in a safe, realistic context, for example learners take turns acting as the casualty and the first aider in different scenarios (such as cuts, burns, nosebleeds, choking). Learners could practise selecting and using first aid items safely (such as plasters, bandages, cold packs) and identify potential hazards in the scenario and suggest ways to prevent them. After each scenario, learners could discuss what went well, what could be improved, and how they kept themselves and others safe.

Resources and organisations

Resources required for delivery

Centres may need access to basic first aid equipment such as bandages and plasters, which are essential to ensure learners can safely develop and practise the practical skills required for responding to everyday injuries and emergency situations. These resources enable realistic role-play scenarios, support the development of confidence and independence at Level 1 and 2, and ensure that learners experience accurate, hands-on application of procedures such as dressing wounds. -.

Resources available to support delivery

St John Ambulance	Provides a wide range of free educational resources to support first aid training in schools and youth groups, including: • free downloadable lesson plans and PowerPoints • scenario-based videos demonstrating emergency responses • interactive games and quizzes • a free School First Aid Programme aligned with curriculum goals. Also offers accredited First Aid certification courses. To find out more, go to: https://www.sja.org.uk.
British Red Cross: First Aid Champions	Provides a free digital platform called <i>First Aid Champions</i>, specifically designed for schools and young people, which offers: • interactive e-learning modules with videos and quizzes • age-specific content for learners aged 5–18 • printable worksheets and group activity suggestions • scenarios for different levels: minor injuries, mental health first aid and emergencies. Supports self-directed learning and whole-class delivery. To find out more, go to: https://firstaidchampions.redcross.org.uk.
NHS: Health Education England / NHS 111	Provides basic health and first aid guidance for schools and the public, and offers: • simple guidance on common injuries (burns, bleeding, fainting, etc.) • video tutorials and leaflets on when to call 999 and what to say • free e-learning modules on first aid and emergency care (some are youth-appropriate). Also promotes understanding of NHS 111 and digital triage. To find out more, go to: https://www.nhs.uk https://www.e-lfh.org.uk (NHS e-Learning for Healthcare).
Save a Life Cymru (Wales-specific)	A Welsh Government initiative that promotes bystander CPR and defibrillator training across Wales, and offers: • bilingual (Welsh/English) CPR education materials • maps of defibrillator locations across Wales • community outreach programmes and school presentations • videos and animations supporting learner confidence in emergency action. To find out more, go to: https://gov.wales/save-a-life-cymru.

Resources required for assessment

Assessment of this unit should not require any additional resources to those required for delivery.

References to third-party materials and links to external websites in this document are provided for convenience and informational purposes only.

We select and review these resources at the time of publication to support teaching and learning; however, their inclusion does not imply endorsement or guarantee of the organisations, content or opinions expressed.

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