

# Live Assessment Material

## Set Assignment 2 – V3

OCR Level 1/2 Cambridge National Certificate in Health and Social Care

OCR Level 1/2 Cambridge National Diploma in Health and Social Care

Unit R031: Using basic first aid procedures

### Please note:

This OCR set assignment is to be used to provide evidence for the unit identified above. Alternatively, centres may 'tailor' or modify the assignment within permitted parameters (see Information for Teachers). It is the centre's responsibility to ensure that any modifications made to this assignment allow learners to show that they can meet all of the learning outcomes and provide sufficient opportunity for learners to demonstrate achievement across the full range of marks.

### INSTRUCTIONS TO TEACHERS

The OCR administrative codes associated with this unit are:

- Unit entry code            R031
- Certification code        Certificate J811/Diploma J821

The accreditation numbers associated with this unit are:

- Unit reference number     D/503/6197
- Qualification reference    J811 - 600/4780/X, J821 - 600/4771/9

**Duration: Approximately 10 hours**

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**Version 3 – April 2019**

See page 2 for details of the change

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Version	Location	Changes
<b>3 – April 2019</b>	Page 12 Scenario 3  Pages 1, 3, 9 and 10	Updated text  Change of title to set assignment.
<b>2 – December 2018</b>	Page 6 Task 4  Page 11 Introduction to the tasks  Page 13 Task 4	Updated text about the witness statement to include 'The witness must hold a current first aid qualification (not paediatric)'.  We have removed the requirement for the teacher of the unit to hold a current first aid qualification. However, a person with a current first aid qualification (not paediatric) must witness the practical assessment (Task 4).  Updated the information about the witness statement to include 'The witness must hold a current first aid qualification (not paediatric).'

# Set Assignment: Information for Learners

OCR Level 1/2 Cambridge National Certificate in Health and Social Care

OCR Level 1/2 Cambridge National Diploma in Health and Social Care

Unit R031: Using basic first aid procedures

# Scenario for the assignment

## Setting the scene – using basic first aid procedures

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You have recently completed a work experience placement as a trainee care worker. This has involved working in a range of health and social care settings. During your work experience you have had to learn the correct first aid procedures for a number of injuries that could occur. You have been offered the opportunity to gain further work and training as a care worker. To enable you to undertake this work you will need to show that you can assess the scene of an accident and know how to demonstrate suitable practical first aid skills.

You have been asked to produce evidence that you know:

- how to seek additional support
- the information needed for emergency services
- first aid procedures.

You will give a practical demonstration to show how to:

- assess the scene of an accident
- apply basic first aid procedures.

Finally you will review your practical demonstration.

**Read through all of the tasks carefully, so that you know what you will need to do to complete this assignment.**

# Your tasks

## Task 1: Assessing the scene

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**This task covers part of Learning Outcome 1: Be able to assess scenes of accidents to identify risks and continuing dangers**

The first action you need to take when there is an accident is to assess the scene.

You need to:

- assess the dangers to the casualty, the first aider and others
- consider how the area can be made safe
- obtain informed consent
- demonstrate clear communication.

You will need to take part in a role play to demonstrate these skills. A witness statement is required and will comment on how well you completed your assessment of the scene.

## Task 2: Additional support

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**This task covers part of Learning Outcome 1: Be able to assess scenes of accidents to identify risks and continuing dangers**

When dealing with accidents you may need to seek additional support.

You should describe:

- when and how to seek additional support
- why the people reported to are appropriate
- the information you should supply to the emergency services.

## Task 3: Understanding first aid procedures

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**This task covers Learning Outcome 2: Understand the first aid procedures for a range of injuries**

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

Range of injuries:

- conscious/unconscious and breathing/not breathing
- choking
- an asthma attack
- burns or scalds
- bleeding
- shock.

For each of the listed injuries provide information about:

- possible causes
- severity
- symptoms
- the correct sequence of steps in the current first aid procedure
- rationale for the procedure.

## Task 4: Demonstrate first aid procedures

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### **This task covers part of Learning Outcome 3: Be able to apply basic first aid procedures**

You need to demonstrate the current first aid procedure, in the correct sequence of steps, for each of the following:

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

A witness statement will need to be provided commenting on how you completed your first aid procedures. The witness must hold a current first aid qualification (not paediatric).

## Task 5: Review

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### **This task covers part of Learning Outcome 3: Be able to apply basic first aid procedures**

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

Your review must cover:

- your competency
- your strengths and weaknesses
- suggested improvements to your performance.

# Information for Teachers

OCR Level 1/2 Cambridge National Certificate in Health and Social Care

OCR Level 1/2 Cambridge National Diploma in Health and Social Care

Unit R031: Using basic first aid procedures

# General guidance on using this assignment

## 1 General guidance

- 1.1 OCR assignments are available to download free of charge from our website:  
[www.ocr.org.uk](http://www.ocr.org.uk)
- 1.2 OCR assignments are intended to be used for summative assessment of learners. The OCR specification for this qualification gives more information on the arrangements for assessing internally assessed units.
- 1.3 This assignment has been designed to meet the full assessment requirements of the unit. Learners will need to take part in a planned learning programme that covers the underpinning knowledge, understanding and skills of the unit.

## 2 Before carrying out this assignment

- 2.1 Learners should be provided with a copy of the *Information for Learners* section of this assignment.
- 2.2 Learners will not need to carry out any preparations prior to undertaking the assessment tasks, such as collating resources to use in the assessment.
- 2.3 We have estimated that it will take approximately ten hours to complete all tasks. Learners would need approximately 30 minutes to complete task 1, 1 hour to complete task 2, 6 - 7 hours to complete task 3, 1 hour to complete task 4, and 1 hour to complete task 5. These timings are for guidance only but should be used by the teacher to give learners an indication of how long to spend on each task. Centres can decide how the time can be allocated between each part or individual task. Centres are also permitted to spread the tasks across several sessions and therefore it is permissible for evidence to be produced over several sessions.

## 3 When completing the assignment and producing evidence

- 3.1 Each learner must produce individual and authentic evidence for each task within the assignment.
- 3.2 Centre staff may give support and guidance to learners. This support and guidance should focus on checking that learners understand what is expected of them and giving general feedback that enables the learner to take the initiative in making improvements, rather than detailing the amendments. It is not acceptable for teachers/deliverers to provide answers or to work through answers in detail.
- 3.3 Learners may use information from any relevant source to help them with producing evidence for the tasks.
- 3.4 Learners must be guided on the use of information from other sources to ensure that confidentiality is maintained at all times. It is acknowledged that learners in their responses may refer to situations in the scenario we have provided but as the scenario is fictitious this does not break any rules of confidentiality.
- 3.5 We have specified what evidence the learner is expected to produce. Usually, the type of evidence provided may be modified, with the exception of certain types of evidence listed below under '*Permitted changes*'. Format must not be confused with the content or the type of evidence to be produced and it is important to note that it is possible to generate the evidence in a variety of formats. Centres must advise learners as to the most appropriate format of evidence. The assessment is structured so that learners are required to provide evidence of using appropriate Health and Social Care techniques to meet specified purposes. It is unlikely that evidence of the techniques used, will on



their own, provide sufficient evidence to judge the extent to which they have been used appropriately. Annotations may help to provide this additional context. The section *Evidence Summary* at the back of this document will guide you on the type of evidence and formats for evidence.

#### 4 Presentation of work for marking and moderation

- 4.1 Centres wishing to produce digital evidence in the form of an e-portfolio should refer to the appendix in the specification on guidance for the production of electronic assessment.
- 4.2 Centres may wish to discourage learners from excessive use of plastic wallets for presentation of their evidence as this may hinder the assessment process. Instead centres may wish to encourage learners to present their work so that it is easily accessible, e.g. spiral bound, stapled booklet, treasury tag.

#### 5 Scope of permitted set assignment modification

The set assignment is very self-contained in its present form. The set of tasks form a coherent whole, addressing all the learning outcomes and allowing access to the full range of marks.

You **must not** change the following:

- the learning outcomes
- the marking criteria
- the requirements for supervision and authentication as described in the specification (section *The internally assessed units*)
- the requirement to carry out a demonstration of:
  - assessment of the scene
  - basic first aid procedures.

##### Permitted changes:

The set assignment can be modified in terms of the areas described below at the permission of OCR but centres must be sure that learners still have the opportunity to cover all of the learning outcomes and to access the full range of marks:

- The learner's assignment may be contextualised or amended to suit local needs. Any local health or social care setting could be used as a focus.
- Who the individual is and their learning needs.
- Each specific task may be appropriately contextualised to match with any permitted changes you have made to the scenario.
- The type of evidence required and its format.

OCR has ensured that in the language used and the tasks and scenario provided we have avoided discrimination, bias and stereotyping and support equality and diversity. In the development of qualifications and assessments we use the guidance given in the Ofqual publication *Fair access by design*, notably this includes:

- using language and layout in assessment materials that does not present barriers to learners
- using stimulus and source materials in assessment materials (where appropriate) that do not present barriers to learners.

If centres wish to adapt the set assignment we strongly advise that staff responsible for modifying the set assignment and quality assuring it refer to the publication *Fair access by design*.

**If modifications are made to the set assignment, whether to just the scenario or to both the scenario and individual tasks, it is up to the centre to ensure that all learning outcomes can be met and that learners can access the full range of marks.**

# Specific guidance on the tasks

## Introduction to the tasks

**These guidance notes should be used in conjunction with the specification.**

The tasks have been designed to enable learners to demonstrate their knowledge and understanding of how to assess the scene of an accident in health and social care settings for risks and continuing dangers. Learners will know how to carry out a variety of basic first aid procedures. They will carry out a demonstration of basic first aid procedures for a specific accident situation.

The witness for the practical assessment in Task 4 must hold a current first aid qualification (not paediatric).

In this section is a table of suggested scenarios with illustrations of the set-up which may be used for Tasks 1 and 4.


**This unit can only be evidenced in the context of adult individuals.**

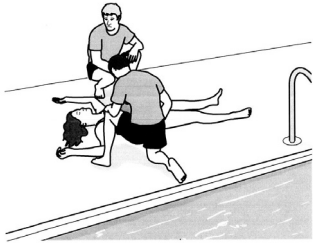
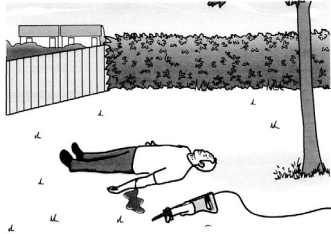
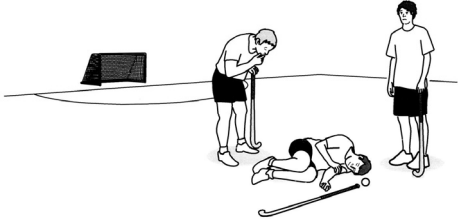

## Specific guidance on Task 1: Assessing the scene and demonstrating first aid procedures.



Learners need to assess the scene of an accident. Suggested scenarios are provided in this section. The tutor should choose a scenario which is most appropriate to the learner and the set up a role play.

Learners must adopt the role of a person who is dealing with the accident situation. The accident victim must be role played by someone who will allow the learners to access the full mark range.

The assessor/tutor should sit in an unobtrusive position but should be able to fully observe and hear the role play situation in order to enable them to complete an accurate witness statement.

Scenario	Role Play Set-up
<b>1:</b>  Sally has Down's syndrome and lives in supported lodgings. She works as a waitress in the local café. She is ironing her waitress uniform and accidentally burns her arm with the iron.	

<p><b>2:</b></p> <p>A local council are offering free swimming lessons at a leisure centre. Jessica, a weak swimmer, falls into the deep end of the pool. When she is pulled out, Jessica is blue and still.</p>	
<p><b>3:</b></p> <p>Bill is retired and enjoys gardening. He decides to cut down a tree. A neighbour hears him shout and goes outside to find him lying in the garden with an injured arm and an electric chain saw by him.</p>	
<p><b>4:</b></p> <p>Sam is playing hockey at the local club. During the game Sam is hit by the hockey ball on his head and collapses.</p>	
<p><b>5:</b></p> <p>Nadine is running when she becomes breathless and stops running. She continues to wheeze, cough and finds it difficult to breathe.</p>	

<p><b>6:</b></p> <p>Patel is outside and has been stung by a bee on his cheek. His face quickly starts to swell and he has difficulty breathing.</p>	
<p><b>7:</b></p> <p>Peter is celebrating his 18<sup>th</sup> birthday party with his family at a local restaurant. During the meal he starts to cough and cannot stop. He has difficulty speaking and is very red in his face.</p>	

### Specific guidance on Task 4: Demonstrate first aid procedures

Learners need to demonstrate the practical first aid skills in the correct sequence for each of the following:

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

Learners must adopt the role of the person who is dealing with the incident situation. The accident victim must be role played by someone who will allow learners to access the full mark range.

Scenarios provided in the section may be used if appropriate.

The assessor/tutor should sit in an unobtrusive position but should be able to fully observe the demonstration of skills to enable them to complete an accurate witness statement. The witness must hold a current first aid qualification (not paediatric).

Where external providers are used to deliver and assess the practical skills, witness statements will still need to be completed.

The guidance and support given to learners will be a key indicator of the mark given within the mark band.

## Specific guidance on Task 5: Review

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In the review learners should be encouraged to draw upon their skills, knowledge and understanding from other units.

When assessing the evidence tutors will need to identify where learners have drawn upon knowledge and understanding from other units in the specification. For example, when reviewing their practical activities learners may comment on the need for personal protective equipment (PPE) when controlling bleeding which they will have covered in RO21.

# Evidence summary

When completing this assignment it may be possible to generate evidence for completing a task in a variety of formats. This list provides examples of the format that can be used, it is not exhaustive. In some cases the task or assignment will require a specific format for the outcome and this will be clearly marked with an asterisk in the table.

Task number	What learners need to produce (evidence)	Format of evidence (this list is not exhaustive)
Task 1	Practical demonstration of: <ul style="list-style-type: none"> <li>how to assess scenes of accidents to identify risks and continuing dangers</li> </ul>	<ul style="list-style-type: none"> <li>Video evidence/transcript</li> <li>Witness statement</li> </ul>
Task 2	A description of: <ul style="list-style-type: none"> <li>when and how to seek additional support</li> <li>why the people reported to are appropriate</li> <li>information to be supplied to the emergency services</li> </ul>	<ul style="list-style-type: none"> <li>Written descriptions</li> <li>Written guide/manual</li> <li>Presentation</li> <li>Images/diagrams with annotations of dangers at the scene of an accident</li> <li>Report</li> </ul>
Task 3	For each of a range of injuries provide information about: <ul style="list-style-type: none"> <li>possible causes</li> <li>severity</li> <li>symptoms</li> <li>the correct sequence of steps</li> <li>rationale</li> </ul>	<ul style="list-style-type: none"> <li>Written information</li> <li>Written guide/manual</li> <li>Images</li> <li>Presentation</li> </ul>
Task 4	Carry out a demonstration of: <ul style="list-style-type: none"> <li>the correct first aid procedures for a chosen scenario.</li> </ul>	Practical/demonstration activity: <ul style="list-style-type: none"> <li>video evidence/transcript</li> <li>witness/observation statement</li> </ul>
Task 5	A review covering: <ul style="list-style-type: none"> <li>how competent they were</li> <li>strengths and weaknesses</li> <li>suggested improvements to their performance</li> </ul>	Plan: <ul style="list-style-type: none"> <li>written review</li> <li>checklist of skills used</li> </ul>

# Witness Statement – Task 1

<b>LO3</b>	Be able to assess scenes of accidents to identify risks and continuing dangers
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<b>LEARNER NAME</b>				
<b>WITNESS NAME</b>		<b>WITNESS ROLE/POSITION:</b>		<b>Date:</b>
<b>ASSESSOR NAME</b>		<b>ASSESSOR SIGNATURE</b>		<b>Date:</b>

	<b>WITNESS observations on candidate interaction</b>	<b>ASSESSOR decisions based on witness observations (circle decision)</b>		
<b>Skills to be demonstrated</b>	<b>Assessing the scene of an accident</b>	<b>MB1</b>	<b>MB2</b>	<b>MB3</b>
Guidance and support needed when demonstrating how to assess dangers to the casualty, first aider and others at the scene of an accident.		Guidance and support needed	Limited guidance and support needed	Independent demonstration
Consideration given on how to make the area safe.		Basic	Clear	Thorough
Understanding of the necessary action.		Limited	Sound	Thorough



Confidence in obtaining informed consent.		Limited	Confident	Confident and competent
Understanding of how to communicate clearly.		Basic	Sound	Thorough

**GENERAL COMMENTS/STRENGTHS/WEAKNESSES**  
**You must only comment on strengths and weaknesses and not suggest areas for improvement**

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# Witness Statement – Task 4

<b>LO3</b>	Be able to apply basic first aid procedures
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<b>LEARNER NAME</b>				
<b>WITNESS NAME</b>		<b>WITNESS ROLE/POSITION:</b>		<b>Date:</b>
<b>ASSESSOR NAME</b>		<b>ASSESSOR SIGNATURE</b>		<b>Date:</b>

	<b>WITNESS observations on candidate interaction</b>	<b>ASSESSOR decisions based on witness observations (circle decision)</b>		
<b>Skills to be demonstrated</b>	<b>Demonstrating first aid procedures</b>	<b>MB1</b>	<b>MB2</b>	<b>MB3</b>
<b>Conscious/unconscious and breathing/not breathing</b>	<b>Witness Signature:</b>			
First aid procedures are carried out.		With support and guidance	<b>Limited</b> support and guidance	<b>Independently</b>
		With <b>limited</b> confidence	With <b>some</b> confidence	<b>Confidently</b> and <b>effectively</b>
Carries out the correct sequence of steps.		With <b>some</b> guidance	With <b>limited</b> guidance	<b>Independently</b>
Understanding of practical application.		<b>Basic</b>	<b>Sound</b>	<b>Thorough</b>

<b>Choking</b>	<b>Witness Signature:</b>	<b>Date:</b>			
First aid procedures are carried out.			With support and guidance	<b>Limited</b> support and guidance	<b>Independently</b>
			With <b>limited</b> confidence	With <b>some</b> confidence	<b>Confidently</b> and <b>effectively</b>
Carries out the correct sequence of steps.			With <b>some</b> guidance	With <b>limited</b> guidance	<b>Independently</b>
Understanding of practical application.			<b>Basic</b>	<b>Sound</b>	<b>Thorough</b>
<b>Asthma Attack</b>	<b>Witness Signature:</b>	<b>Date:</b>			
First aid procedures are carried out.			With support and guidance	<b>Limited</b> support and guidance	<b>Independently</b>
			With <b>limited</b> confidence	With <b>some</b> confidence	<b>Confidently</b> and <b>effectively</b>
Carries out the correct sequence of steps.			With <b>some</b> guidance	With <b>limited</b> guidance	<b>Independently</b>
Understanding of practical application.			<b>Basic</b>	<b>Sound</b>	<b>Thorough</b>
<b>Burns or Scald</b>	<b>Witness Signature:</b>	<b>Date:</b>			
First aid procedures are carried out.			With support and guidance	<b>Limited</b> support and guidance	<b>Independently</b>
			With <b>limited</b> confidence	With <b>some</b> confidence	<b>Confidently</b> and <b>effectively</b>
Carries out the correct sequence of steps.			With <b>some</b> guidance	With <b>limited</b> guidance	<b>Independently</b>
Understanding of practical application.			<b>Basic</b>	<b>Sound</b>	<b>Thorough</b>

<b>Bleeding</b>	<b>Witness Signature:</b>	<b>Date:</b>			
First aid procedures are carried out.			With support and guidance	<b>Limited</b> support and guidance	<b>Independently</b>
			With <b>limited</b> confidence	With <b>some</b> confidence	<b>Confidently</b> and <b>effectively</b>
Carries out the correct sequence of steps.			With <b>some</b> guidance	With <b>limited</b> guidance	<b>Independently</b>
Understanding of practical application.			<b>Basic</b>	<b>Sound</b>	<b>Thorough</b>
<b>Shock</b>	<b>Witness Signature:</b>	<b>Date:</b>			
First aid procedures are carried out.			With support and guidance	<b>Limited</b> support and guidance	<b>Independently</b>
			With <b>limited</b> confidence	With <b>some</b> confidence	<b>Confidently</b> and <b>effectively</b>
Carries out the correct sequence of steps.			With <b>some</b> guidance	With <b>limited</b> guidance	<b>Independently</b>
Understanding of practical application.			<b>Basic</b>	<b>Sound</b>	<b>Thorough</b>

**GENERAL COMMENTS/STRENGTHS/WEAKNESSES**

**You must only comment on strengths and weaknesses and not suggest areas for improvement**