### Unit 214  Deal with accidents and emergencies

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<th>UAN:</th>
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<td>Level:</td>
<td>Level 2</td>
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<td>Credit value:</td>
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<td>GLH:</td>
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<td>Endorsement by a sector or regulatory body:</td>
<td>This unit is endorsed by Skills Active</td>
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**Aim:**
Play, sport and recreation always involves an element of challenge and risk, and accidents will happen from time to time. Other emergencies, such as fires, may also occur. It is very important that all members of staff are competent to deal with accidents and emergencies so that the welfare of spectators and colleagues is maintained.

### Learning outcome

The learner will:
1. be able to deal with injuries and signs of illness

### Assessment criteria

The learner can:

1.1 remain calm and follow their organisation's procedures
1.2 protect the casualty and other people involved from further risk
1.3 call for qualified assistance that is appropriate to the casualty's condition
1.4 provide reassurance and comfort to those involved
1.5 give the qualified assistance clear and accurate information about what happened
1.6 follow the accident reporting procedures, as required

### Learning outcome

The learner will:
2. be able to follow emergency procedures

### Assessment criteria

The learner can:

2.1 give the people involved in the emergency clear and correct instructions
2.2 carry out their role in the emergency procedures calmly and correctly
2.3 maintain the safety of the people involved
Learning outcome
The learner will:
3. know how to deal with injuries and signs of illness

Assessment criteria
The learner can:
3.1 describe the values or codes of practice relevant to the work they are carrying out
3.2 explain the importance of dealing with accidents and emergencies promptly, calmly and correctly
3.3 identify the types of injuries and illnesses that may occur in their area of work
3.4 describe how to deal with these injuries and illnesses before qualified assistance arrives
3.5 identify whether to contact the on-site first aider or immediately call the emergency services depending on the situation and organisational procedures
3.6 identify who is the on-site first aider and describe how to contact them
3.7 describe the procedures they should follow to contact the emergency services
3.8 explain why it is important to protect the casualty and others involved from further harm
3.9 describe the procedures to follow to protect the casualty and others
3.10 explain why it is important to provide comfort and reassurance
3.11 describe how to provide reassurance and comfort
3.12 describe their responsibilities for reporting accidents
3.13 describe the procedures for reporting accidents

Learning outcome
The learner will:
4. know how to follow emergency procedures

Assessment criteria
The learner can:
4.1 describe the emergency procedures in their place of work for:
   • Fires
   • Security incidents
   • Missing persons
4.2 describe the instructions that must be given to the people involved in each type of incident
4.3 describe their organisation’s reporting procedures for emergencies
4.4 describe the types of problems that may occur during emergency procedures
4.5 explain why they should report problems with emergency procedures
4.6 identify who problems with emergency procedures should be reported to
Unit 214  Deal with accidents and emergencies
Supporting information

Assessment Guidance
Outcomes 1 and 2 must be assessed using workplace evidence generated when the learner is dealing with accidents and emergencies or through realistic simulations.

Outcome 1
Whilst dealing with injuries and signs of illness the learner must cover one of the following types of casualties:
1. adult
2. child
3. person with particular needs
at least one of the following types of qualified assistance:
4. the organisation’s first aider
5. emergency services
and at least one of the following types of conditions:
6. minor injury that can be dealt with on-site
7. minor illness that can be dealt with on-site
8. major injury requiring medical attention
9. major illness requiring medical attention
If the learner can only cover one type of casualty, one type of assistance and one type of condition through workplace evidence or simulation, they must be questioned on the rest.

Outcome 2
Whilst following emergency procedures, the learner must cover at least one of the following types of people:
1. adults
2. children
3. people with particular needs
If the learner can only cover one type of people through workplace evidence or simulation, they must be questioned on the rest.

Outcomes 3 and 4
These can be assessed by:
• professional discussion
• oral questions and answers
• questions requiring written answers
Evidence Requirements

Evidence of real work activity
There must be evidence that the learner has met all of the requirements listed under ‘the learner will be able to’ through their own work. This evidence must be gathered by the assessor observing the learner on more than one occasion. There should be sufficient observations to ensure that the learner has met all the requirements.

There must also be evidence that the learner’s work has met the requirements listed under ‘assessment requirements or guidance specified by a sector or regulatory body’. This must include as a minimum:

- Three types of resources
- All types of information
- Three types of equipment
- Three types of hazards
- All types of areas

This may be gathered through a combination of assessor observations, witness testimony and/or authentic records of the learner’s work (for example, diaries and/or reflective accounts countersigned by a senior colleague). The remainder may be assessed through supplementary evidence (see below).

Simulation
Simulation is allowed for 2.3, 2.4 and 2.5 only, if there is no naturally occurring evidence is available.

Knowledge and understanding
There must be evidence that the learner possesses all of the knowledge and understanding shown in the unit assessment criteria listed against ‘the learner will know how to’. In most cases this can be done by the assessor questioning the learner orally. However, other techniques, such as projects, assignments and/or reflective accounts may also be appropriate.

Assessors should note that some of the knowledge and understanding items require the learner to show that they know and understand how to do something. If there is evidence from the learner’s own work that they know and understand this technique (as there should be), there is no requirement for them to be questioned again on this topic.