



QA Level 3 Award in  
**Emergency  
First Aid at Work (RQF)**

Qualification Specification

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## Key Qualification Information

Qualification number:	603/2367/X
Operational start date:	1 Oct 2017
Guided learning hours (GLH):	6 (minimum)
Total qualification time (TQT):	7
Credit value:	1
Number of units:	1 mandatory unit
Assessment methods:	<ul style="list-style-type: none"> <li>• Formative assessment conducted by Trainer throughout the course</li> <li>• Theory assessment/multiple choice question paper: 1 x 15 question paper (minimum score 11)</li> <li>• Practical assessment – 4 completed throughout the course</li> </ul>

## Qualsafe Awards

Not only is Qualsafe Awards (QA) one of the largest Awarding Organisations (AO) in the UK, we are also the biggest AO for First Aid qualifications, making us an extremely trusted and recognisable name that employers look for when selecting a training provider.

We are recognised and regulated by the Office of Qualifications and Examinations Regulation (Ofqual), Qualifications Wales and the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA). This means we can offer Centres an extensive range of qualification suites including First Aid; Prehospital Care; Health and Safety; Food Safety; Fire Safety; Education and Training; Manual Handling; and Health and Social Care.

With a specialist team of subject matter experts on hand to support our Centres, including A&E Consultants, doctors, paramedics, nurses, physiotherapists and specialists in the other sectors, you can be confident that you are truly working with the industry experts.

## Qualification overview

This qualification forms part of the QA First Aid suite of qualifications. The qualification and learning outcomes are based on the recommendations of:

- Resuscitation Council (UK)
- Assessment Principles for Regulated First Aid Qualifications

This QA qualification is:

- For people who deal with emergency first aid at work enabling them to be workplace emergency first aiders under the Health and Safety (First Aid) Regulations 1981
- Based on the Health and Safety Executive (HSE) training standard for delivery of Emergency First Aid at Work (EFAW) courses for the purposes of the Health and Safety (First Aid) Regulations 1981

This qualification should enable Learners to attain the knowledge and practical competencies needed to deal with a range of emergency first aid situations.

Learners should be able to demonstrate the practical administration of safe, prompt, effective first aid in emergency situations with an understanding of the role of first aider.

This qualification specification provides information for Centres about the delivery of the QA Level 3 Award in Emergency First Aid at Work (RQF) and includes the unit information, assessment methods and quality assurance arrangements.

### Objective

The objective of the qualification is to benefit Learners by enabling them to attain the knowledge and practical competencies needed to deal with a range of emergency first aid situations and/or take on the role of emergency first aider in the workplace.

### Purpose

The purpose of this qualification is to prepare the Learner to develop the skills and knowledge needed to administer emergency first aid.

### Intended audience

This qualification is for people who have a specific responsibility at work, or in voluntary and community activities, to provide basic first aid to people in a range of emergency first aid situations.

## Structure

This qualification contains 1 mandatory unit with a Total Qualification Time (TQT) of 7 hours. Full details of this unit are in *Appendix 1*.

Learners must complete all assessments in the unit successfully within the registration period to achieve the qualification. The maximum period to achieve this qualification, including any referrals is 3 weeks.

TQT is the total number of hours required for a Learner to achieve this qualification. It has 2 elements:

- Guided Learning Hours (GLH) is the time a Learner is being taught and assessed under the immediate guidance of a Trainer/Assessor, which for this qualification is 6 hours GLH (minimum), and
- The number of hours a Learner will reasonably be likely to spend in preparation and study, including assessment, as directed by, but not under the immediate guidance or supervision of a Trainer, e.g. pre-course reading, which for this qualification is 1 hour

## Other units

No other units can be combined to count towards the QA Level 3 Award in Emergency First Aid at Work (RQF) qualification.

## Relationship with other related qualifications

The QA Level 3 Award in Emergency First Aid at Work (RQF):

- Contains 1 unit that also appears as Unit 1 (Emergency First Aid in the Workplace) of the QA Level 3 Award in First Aid at Work (RQF)
- Can be transferred to other qualifications under Recognition of Prior Learning (RPL) towards achievement of that qualification providing it is achieved within its registration period

Therefore assessments gained through the Emergency First Aid in the Workplace unit may be used as RPL towards achievement of either qualification providing that qualification is achieved within its registration period.

## Recognition of Prior Learning

RPL is a process for recognising learning from previous training, qualifications or experience to avoid duplication of learning. It considers whether a Learner can demonstrate and prove that they meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

RPL must be: valid, reliable, authentic, current, sufficient.

It is the Centres responsibility to make sure they do not disadvantage a Learner or compromise the integrity of the qualification when using the RPL process. If sufficient understanding of a subject is in doubt training must take place.

RPL must be current, i.e. within 3 years. RPL should only be used as rationale for a reduction in contact/guided learning hours, the Learner must still undertake assessment of all learning outcomes and criteria of the qualification in order to gain an up-to-date qualification certificate.

Evidence of prior training submitted for RPL consideration must be authenticated by the Centre; a certificate is not valid without referenced learning outcomes or evidence from the original training provider.

## Entry requirements

Learners must be at least 14 years old on the first day of the training.

There are no other formal entry requirements but to benefit from the learning we advise that Learners have a minimum of Level 1 in literacy or numeracy or equivalent.

## Progression

The QA Level 3 Award in Emergency First Aid at Work (RQF) may be used towards other qualifications at the same and higher level, plus aid career progression in a relevant profession.

## Requalification requirements

This qualification is valid for a period of 3 years. The Learner needs to retake the qualification before the certificate expiry date to remain qualified.

# Qualification approval requirements

Quasafe Awards requires the Centre:

- To have appropriate policies, systems and procedures in place
- To appoint suitable individuals from their personnel team to train, assess and quality assure their QA qualifications
- To have suitable and adequate venues, equipment and learning resources

In order to secure and maintain approval from QA, Centres need a minimum staffing requirement for each qualification suite they deliver, which for this qualification is:

<b>One Trainer/Assessor</b>	Responsible for the delivery and assessment of qualifications
<b>One Internal Quality Assurer</b>	Responsible for quality assuring the delivery, assessment and awarding of this qualification

Quasafe Awards requires the Centre staff to read and understand QA's key policies and procedures, and to abide by their contents.

## Trainer

All Trainers should have the skills, knowledge and experience to be able to teach and demonstrate the subject. Each Trainer must be approved by Quasafe Awards and provide evidence of:

1. A relevant vocational qualification and/or experience as shown in *Appendix 2*
2. A formal teaching/training qualification as shown in *Appendix 3*

Trainers are expected to keep up to date with the subject area and provide evidence of continuing professional development (CPD).

## Assessor

All Assessors should have the skills, knowledge and experience to be able to assess the subject. Each Assessor must be approved by Quasafe Awards and provide evidence of:

1. A relevant vocational qualification and/or experience as shown in *Appendix 2*
2. A formal (regulated) assessing qualification as shown in *Appendix 3* **or** attendance at relevant Assessor CPD training with an Awarding Organisation (AO)

There is no requirement for a separate Assessor when delivering this qualification. Trainers can perform the role of both Trainer and Assessor providing they meet the requirements for each role.

Assessors are expected to keep up to date with the subject area and provide evidence of CPD.

## Internal Quality Assurers

Internal Quality Assurers (IQAs) of this qualification must have knowledge and competency in first aid as well as knowledge and competency in internal quality assurance. An acceptable portfolio must show:

1. A relevant vocational qualification and/or experience as shown in *Appendix 2*
2. The IQA :
  - holds or is working towards a formal (regulated) internal quality assurance qualification as shown in *Appendix 4* **or**
  - has attended relevant Internal Quality Assurance CPD training with AO as shown in *Appendix 4*

IQAs are expected to keep up to date with the subject area and provide evidence of CPD.

They must also:

- Have knowledge of the requirements of the qualification they are quality assuring at the time the assessment is taking place
- Have knowledge and understanding of the role of IQAs
- Visit and observe assessments
- Carry out other related internal quality assurance

Full details of the Centre's requirements for internal quality assurance are in the *QA Centre Quality Assurance Guidance*.

Note: IQAs cannot quality assure a course for which they were the Trainer and/or Assessor.

## Venue and equipment

Quality training involves using premises conducive to learning and it is a Centre's responsibility to make sure all venues used for training and assessment purposes are suitable and adequate – whether these are hired or in-house training rooms. They must also comply with all current legislation.

In addition, it is important to use a wide range of equipment and learning resources to support delivery.

As a minimum, Centres must make sure their venues, equipment and other resources include:

Resource/area:	Requirements:
<b>Resuscitation manikins</b>	Provide a minimum ratio of 1 manikin to every 4 Learners. In addition, for paediatric first aid, provide 1 child manikin to every 4 Learners and 1 baby manikin to every 4 Learners.
<b>Hygiene</b>	Sufficient procedures to maintain hygiene when using resuscitation manikins and other training equipment.
<b>Audio visual (AV) equipment and training aids</b>	Sufficient AV equipment and training aids to facilitate learning using varying teaching methods.
<b>Learning materials</b>	Provide Learners with clear and accurate reference books/handouts covering the topics included in the qualification.
<b>AED trainers</b>	For qualifications including AED training, at least 1 AED trainer to every 4 learners. If fewer AED trainers are provided, adjust learning hours/lesson plans accordingly to make sure Learners are not disadvantaged.
<b>Choking trainer</b>	A manikin or vest that Learners can use to demonstrate treatment of choking.
<b>Bandages and dressings</b>	Sufficient clean bandages, dressings and other items commonly found in a first aid kit to facilitate training and assessment.

<b>Training venue</b>	The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: Size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise.
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Note: The following resources are required for the optional catastrophic bleeding practical assessment:

- A manufactured tourniquet
- Equipment required for the application of an improvised tourniquet
- A replica wound with training equipment for wound packing (ideally)
- Imitation haemostatic dressings or other dressings

## Course/Centre administration

### Registering Learners

Register Learners with Quallsafe Awards in accordance with the guidance in the *QA Centre Handbook*.

### Certification

After a Learner has completed an assessment, unit or qualification, whether they have passed or not, Centres must enter the details and assessment results on the Customer Portal at:  
[www.quallsafeawards.org](http://www.quallsafeawards.org)

Centres will be given login details and guidance on using the Customer Portal when they are approved to deliver a QA qualification.

The Learner receives a certificate on achieving this qualification.

Learners who complete the training and assessment shown below will have additional text included on their certificate that acknowledges these skills for:

- Use of tourniquets and haemostatic dressings

The certificate date is the date the Learner achieves the final unit. This qualification is valid for 3 years.

The Learner needs to re-take the qualification and the assessments before the end of the 3 years to remain qualified. Quallsafe Awards recommend Learners also complete annual refreshers to maintain their basic skills and keep up to date with any changes to first aid procedures.

Recommended annual refresher training/qualifications include:

- First Aid at Work Annual Refresher (QAR)
- QA Level 2 Award in Basic Life Support and Safe Use of an Automated External Defibrillator (QCF or RQF)
- QA Level 2 Award in Basic Life Support and Management of Anaphylaxis (QCF or RQF)
- QA Level 2 Award in Basic Life Support for Adults and Children (QCF or RQF)

## Delivery and support

### Learner to Trainer ratio

To maintain the quality of training and assessment, make sure the class ratio is no more than 12 Learners to 1 Trainer. The assessment space should allow Learners to sit at least 1 metre apart to prevent collusion during the theory/multiple choice question paper assessment. Never allow more Learners on the course than you can cater for during the assessment.

## Delivery plan

Quasafe Awards provides Centres with a complimentary course programme and detailed lesson plans, which are carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments.

For Centres wanting to include additional skills, we have created an additional session plans for catastrophic bleeding, including use of tourniquets and haemostatic dressings.

Centres not using QA lesson plans, which are created and provided free, must submit their own delivery plan and have it approved by us **before** delivering this qualification. Note: Charges may apply. The delivery plan should:

- Include a course timetable and detailed lesson plans, clearly showing the required subjects and criteria/ learning outcomes are covered and the minimum 6 guided learning hours are met
- Be carefully designed to meet the objective of this qualification and the needs of Learners, making sure Learners are adequately prepared for the assessments
- Be emailed to: info@quasafeawards.org

## Learning materials

Centres must provide each Learner with suitable reference material that covers the lesson plans and learning outcomes for this qualification. We recommend either:

- *Emergency First Aid Made Easy* by Nigel Barraclough
- *Concise First Aid Made Easy* by Nigel Barraclough

Centres can choose alternative books or other learning materials but these **must be approved** by Quasafe Awards prior to use.

## Ongoing support

Quasafe Awards Centres should provide appropriate levels of support to Learners throughout the qualification. The purpose of the support is to:

- Assess knowledge and competence in relation to learning outcomes and the detailed assessment criteria of the units within the qualification, see *Appendix 1*
- Give Learners feedback on their progress and how they might be able to improve

# Assessment

## Overview

The QA Level 3 Award in Emergency First Aid at Work (RQF) skills and knowledge should be taught and assessed in accordance with currently accepted first aid practice in the UK.

## Methods

Quasafe Awards has devised assessment tools to make sure Learners gain the required knowledge, skills and understanding, as detailed in the learning outcomes and assessment criteria shown in the *Appendix 1*. Centres should download all assessment papers from the Customer Portal in advance of the course. For each unit there are:

- Practical assessments – observed by the Trainer throughout the course, with the results of each learning outcome recorded on the practical assessment paperwork, see *QA Guide to Assessing First Aid Qualifications*. There are 4 practical assessments for this qualification:
  - CPR and safe use of an AED



- Choking casualty
- Unconscious casualty
- Wounds, bleeding and shock, plus optional extra – catastrophic bleeding
- Formative assessments – a range of informal assessment procedures employed by the Trainer/Assessor during the learning process to measure each Learner’s knowledge, skills and understanding related to the assessment criteria
- Theory assessment/multiple choice question papers –there is 1 paper per unit for each Learner and Learners should answer all the questions under ‘examination’ conditions, see *QA Multiple Choice Question Paper Guidelines*, the:
  - maximum time allowed for is 25 minutes
  - minimum mark is 11 out of 15 in order to be considered for an overall ‘Pass’

However, even when a Learner achieves this minimum, Trainers are expected to make a professional judgement as to whether that Learner has achieved all the assessment criteria. Trainers should use all assessment evidence available, including formative and practical assessments, to reach this judgement

Note: Centres should download all assessment papers from the Customer Portal in advance of the course.

### Access to assessment

Quasafe Awards is committed to equality and when designing the assessments for this qualification has made sure they are:

- As accessible as reasonably possible
- Able to permit reasonable adjustments to be made, while minimising the need for them

Note: If you have any suggestions for improvements, please let us know.

Centres should make sure all Learners have access to assessment and are given equal opportunities to demonstrate their competence, see *QA Multiple Choice Question Paper Guidelines*.

If a reasonable adjustment or special consideration has been made, e.g. written/theory assessments may be completed verbally if required, Centres must mitigate risk in line with QA policies and complete a Record of Reasonable Adjustments/Special Considerations Form, available to download from the Customer Portal. For more details see *QA Access to Assessment Policy*.

Note: Forward completed Record of Reasonable Adjustments/Special Considerations Forms to Quasafe Awards before requesting certification.

Learners should be informed about Centre’s and QA appeals procedures and how they can access these.

### Specific equality issues relevant to this qualification

It is important no Learner is turned away from a training course due to disabilities or impairments. To assess competence and gain certification however, the Learner will need to demonstrate certain practical skills. For instance, for first aid qualifications the Learner must be assessed performing practical tasks such as CPR, as per *QA Guide to Assessing First Aid Qualifications*. To pass the assessment, the Learner must demonstrate the required practical skills without assistance from a third party (unless authorised by QA following a reasonable adjustment request).

### Informal record of achievement

If a Learner with disabilities cannot perform 1 or more of the practical tasks required, it may be possible for the Centre to provide a letter recording the learning outcomes that the Learner achieved. For example, a Learner may be able to demonstrate chest compression only CPR, instruct a third party how to place a casualty in the recovery position and pass the theoretical assessments. The letter should clearly state that “this record of achievement does **not** constitute a QA Level 3 Award in Emergency First Aid at Work (RQF)”.

## Quality assurance

### Centre internal quality assurance

The Centre is required to sample a reasonable amount of assessments as part of the quality assurance of the qualification. This standardisation of assessment across Learners and Trainers is to make sure there is fairness and consistency in assessment practices. The arrangements for this should be included in the Centre’s approved internal quality assurance policy.

Centres must retain all Learner documents and records for a period of 3 years and make sure these are available for review by Quasafe Awards or our representatives, e.g. External Quality Assurers (EQAs), on request.

### Quasafe Awards external quality assurance

Quasafe Awards operates a system of ongoing monitoring, support and feedback for approved Centres across the United Kingdom.

QA employs a risk based model to decide the frequency of EQA visits and each approved Centre will receive at least 1 EQA visit within a 3 year cycle. Direct Claims Status for this qualification is dependent on 3 successful QA desk based audits across 3 courses.

Further details of the Quasafe Awards’ external quality assurance programme are available in the QA *Centre Quality Assurance Guidance*.

## Further information

### Contact us

If you have any queries or comments we would be happy to help you, contact us:

Email: [info@quasafeawards.org](mailto:info@quasafeawards.org)

Tel: 0845 644 3305

### Useful addresses and websites

- Quasafe Awards, City View, 3 Wapping Road, Bradford, BD3 0ED  
[www.quasafeawards.org/home](http://www.quasafeawards.org/home)
- Office of Qualifications and Examinations Regulation (Ofqual):  
[www.gov.uk/government/organisations/ofqual](http://www.gov.uk/government/organisations/ofqual)
- Scottish Qualifications Authority (SQA) Accreditation: <http://accreditation.sqa.org.uk>
- Qualifications Wales: [www.qualificationswales.org](http://www.qualificationswales.org)
- Health & Safety Executive (HSE): [www.hse.gov.uk](http://www.hse.gov.uk)
- Skills for Health: [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)
- Resuscitation Council (UK): [www.resus.org.uk](http://www.resus.org.uk)

## Appendix 1 – Qualification unit

### Qualification Unit 1

The QA Level 3 Award in Emergency First Aid at Work (RQF) has 1 unit that Learners are required to complete in order to achieve the qualification.

<b>Title:</b>	Unit 1 Emergency First Aid in the Workplace
<b>GLH:</b>	6
<b>Level:</b>	3
<b>Learning outcomes The Learner will:</b>	<b>Assessment criteria The Learner can:</b>
<b>1. Understand the role and responsibilities of a first aider</b>	1.1 Identify the <b>role and responsibilities</b> of a first aider 1.2 Identify how to minimise the risk of infection to self and others 1.3 Identify the need for <b>consent</b> to provide first aid
<b>2. Be able to assess an incident</b>	2.1 Conduct a scene survey 2.2 Conduct a primary survey of a casualty 2.3 Summon appropriate assistance <b>when necessary</b>
<b>3. Be able to provide first aid to an unresponsive casualty</b>	3.1 Identify <b>when to administer Cardiopulmonary Resuscitation (CPR)</b> 3.2 Demonstrate <b>CPR</b> using a manikin 3.3 Justify when to place a casualty into the <b>recovery position</b> 3.4 Demonstrate how to place a casualty into the <b>recovery position</b> 3.5 Identify how to <b>administer first aid</b> to a casualty who is experiencing a <b>seizure</b>
<b>4. Be able to provide first aid to a casualty who is choking</b>	4.1 Identify when choking is: <ul style="list-style-type: none"> <li>• Mild</li> <li>• Severe</li> </ul> 4.2 Demonstrate how to administer first aid to a casualty who is choking
<b>5. Be able to provide first aid to a casualty with external bleeding</b>	5.1 Identify the severity of external bleeding 5.2 Demonstrate how to control external bleeding
<b>6. Know how to provide first aid to a casualty who is in shock</b>	6.1 Recognise a casualty who is suffering from shock 6.2 Identify how to administer first aid to a casualty who is suffering from shock
<b>7. Know how to provide first aid to a casualty with minor injuries</b>	7.1 Identify how to administer first aid to a casualty with: <ul style="list-style-type: none"> <li>• Small cuts</li> <li>• Grazes</li> <li>• Bruises</li> <li>• Small splinters</li> </ul> 7.2 Identify how to administer first aid to a casualty with minor burns and scalds

<p><b>Additional information</b></p>	<p><b>Role and responsibilities:</b> may include reference to:</p> <ul style="list-style-type: none"> <li>• Preventing cross infection</li> <li>• The need for recording incidents and actions</li> <li>• Safe use of available equipment</li> <li>• Assessing an incident</li> <li>• Summoning assistance</li> <li>• Prioritising treatment</li> <li>• Dealing with post incident stress</li> </ul> <p><b>Others</b> may include:</p> <ul style="list-style-type: none"> <li>• Casualty receiving first aid</li> <li>• Work colleagues</li> <li>• Other people within the workplace environment</li> </ul> <p><b>Consent:</b> Learners should be aware of the need for consent on a continual basis when providing first aid. Implied consent can be assumed when treating an unresponsive casualty.</p> <p><b>When necessary:</b> Learners should be able to evaluate a situation to determine when to summon further assistance and what type of assistance to request.</p> <p><b>When to administer Cardiopulmonary Resuscitation (CPR):</b> must include agonal gasps.</p> <p><b>CPR</b> must include:</p> <ul style="list-style-type: none"> <li>• ‘Correct placement of AED pads’ and</li> <li>• ‘Follows AED instructions’</li> </ul> <p><b>Recovery position:</b> a position that maintains a stable open draining airway.</p> <p><b>Administer first aid:</b> Provide appropriate help to a casualty, manage the situation and seek appropriate assistance when necessary.</p> <p><b>Seizure:</b> relates to a generalised seizure.  <i>First aiders should be suspicious of cardiac arrest in any casualty presenting with seizure.</i></p> <p><b>Shock:</b> hypovolaemic shock (resulting from blood loss)</p>
<p>Simulation</p>	<p>Simulation is permitted in this unit.</p> <p>The following ACs must be assessed by practical demonstration: 2.1, 2.2, 3.2, 3.4, 4.2, 5.2.</p>

## Appendix 2 – Occupational knowledge and competence in first aid

All Trainers, Assessors, IQAs and EQAs must have occupational knowledge and competence in first aid.

Acceptable evidence includes:

- Holding a current First Aid at Work Certificate (issued by an Ofqual/SQA/Qualifications Wales recognised Awarding Organisation/Body, a HSE approved training provider or recognised equivalent\*) or
- Holding a current Offshore First Aid Certificate issued by a HSE approved training provider or
- Current registration as a Doctor with the General Medical Council (GMC) or
- Current registration as a Nurse with the Nursing and Midwifery Council (NMC) or
- Current registration as a Paramedic with the Health and Care Professions Council (HCPC)

\*recognised First Aid at Work certificate equivalents must be submitted to QA with comprehensive mapping which evidences that all assessment criteria of the FAW qualification have been achieved within the past 3 years.

Registered healthcare professionals must act within their scope of practice and therefore have current expertise in first aid to teach/assess the subject.

## Appendix 3

### Acceptable training/assessing qualifications

This list is not exhaustive but provides a guide to acceptable training and/or assessing qualifications. Trainers who also assess Learners competence must hold an acceptable assessor qualification to enable them to perform both functions.

Current Qualifications	Train	Assess
Level 3 Award in Education and Training (QCF or RQF)	√	√
Level 4 Certificate in Education and Training (QCF or RQF)	√	√
Level 5 Diploma in Education and Training (QCF or RQF)	√	√
Level 3 Award in Teaching and Assessing in First Aid Qualifications (RQF)	√	√
Cert Ed/PGCE/B Ed/M Ed	√	√
SVQ 3 Learning and Development SCQF Level 8	√	√
SVQ 4 Learning and Development SCQF Level 9	√	√
TQFE (Teaching Qualification for Further Education)	√	√
Planning and Delivering Learning Sessions to Groups SCQF Level 6 (SQA Unit)	√	√
L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited)	√	
L&D Unit 7 Facilitate Individual Learning and Development in Groups SCQF Level 8 (SQA Accredited)	√	
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (SQA Accredited)	√	
Carry Out the Assessment Process SCQF Level 7 (SQA Unit)		√
Level 3 Award in Assessing Competence in the Work Environment (QCF or RQF)		√
Level 3 Award in Assessing Vocationally Related Achievement (QCF or RQF)		√
Level 3 Award in Understanding the Principles and Practices of Assessment (QCF or RQF)		√
Level 3 Certificate in Assessing Vocational Achievement (QCF or RQF)		√
L&D Unit 9DI– Assess workplace competences using direct and indirect methods SCQF Level 8(SQA Accredited) – replacing Units A1 and D32/33		√
L&D Unit 9D – Assess workplace competence using direct methods SCQF Level7 (SQA Accredited) – replacing Units A2 and D32		√
Other Acceptable Qualifications		
CTLTS/DTLTS	√	√
PTLLS with unit ‘Principles and Practice of Assessment’ (12 credits)	√	√
Further and Adult Education Teacher’s Certificate	√	√
IHCD Instructional Methods	√	√
IHCD Instructor Certificate	√	√
English National Board 998	√	√
Nursing mentorship qualifications	√	√
NOCN Tutor Assessor Award	√	√
S/NVQ level 3 in training and development	√	√
S/NVQ level 4 in training and development	√	√



PDA Developing Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	√	
PDA Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	√	
PTLLS (6 credits)	√	
Regulated Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development or NOS 6 Manage Learning and Development in Groups	√	
Training Group A22, B22, C21, C23, C24	√	
Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (SQA Unit)		√
A1 (D32/33) – Assess candidates using a range of methods		√
Conduct the Assessment Process SCQF Level 7 ((SQA Unit)		√
A2 (D32) – Assess candidates' performance through observation		√
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement		√

Note: Assessors who do not hold a formal assessing qualification may alternatively attend *First Aid Assessor CPD Training* with an Awarding Organisation.

## Appendix 4 – Qualifications suitable for internal quality assurance

Internal Quality Assurers (IQAs) must hold one of the following acceptable quality assurance qualifications:

SQA Accredited Learning and Development Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment
Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment
Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice (QCF or RQF)
Level 4 Award in Understanding the Internal Quality Assurance of Assessment Processes and Practice (QCF or RQF)
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF or RQF)
V1 or D34
SQA Internally Verify the Assessment Process

Note: IQAs who do not hold a formal IQA qualification may alternatively attend *Internal Quality Assurance CPD Training* with an Awarding Organisation.

Note: If relevant qualifications or experience do not appear on this list, please provide us with details as these alternatives could be acceptable. Other equivalent qualifications must be submitted to Qualsafe Awards with detailed evidence of course/qualification content, learning outcomes and assessment criteria.





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