



Pearson Level 3 Award in Emergency First Aid at Work

Pearson Level 3 Award in First Aid at Work

Specification

Competence-based qualifications

First registration November 2022

About Pearson

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This specification supersedes the previous Pearson Edexcel Level 3 Award in Emergency First Aid at Work and Pearson Edexcel Level 3 Award in First Aid at Work. Key changes are summarised on the next page. We will inform centres of any changes to this issue. The latest issue can be found on our website.

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Summary of changes to Pearson Level 3 Award in Emergency First Aid at Work and Pearson Level 3 Award in First Aid at Work specification Issue 1

Summary of changes made between previous Pearson Edexcel Level 3 Award in Emergency First Aid at Work and Pearson Edexcel Level 3 Award in First Aid at Work and this Pearson Level 3 Award in Emergency First Aid at Work and Pearson Level 3 Award in First Aid at Work	Page number
Further details about re-qualifying have been added.	3
Information has been added regarding entry requirements.	4, 5
Information has been added regarding delivery requirements.	7
Information has been added regarding resources.	13
Changes have been made to the units (learning outcomes, assessment criteria, unit assessment requirements and evidence requirements) to reflect updates made by the First Aid Awarding Organisation Forum.	18-49
The First Aid Awarding Organisation Forum's Assessment Principles for Regulated First Aid qualifications have been added.	55

Earlier issues show previous changes.

If you need further information on these changes or what they mean, please contact us via our website at: qualifications.pearson.com/en/support/contact-us.html.

Contents

1	Introducing the qualifications	1
	What are Pearson competence-based qualifications?	1
	Qualifications purpose	1
	Industry support and recognition	2
	Funding	2
	Relationship with previous qualifications	2
	Re-qualifying	3
2	Qualification summary and key information	4
3	Qualification structures	6
	Pearson Level 3 Award in Emergency First Aid at Work	6
	Pearson Level 3 Award in First Aid at Work	6
4	Delivery requirements	7
	Blended Learning in First Aid Quality Assurance Standards (from the First Aid Awarding Organisation Forum's website, faaof.org)	7
5	Assessment requirements	9
	Assessment principles	9
	Language of assessment	9
	Internal assessment	9
	Presenting evidence	10
	Practical assessments	10
	Assessment of knowledge and understanding	11
	Assessor requirements	11
6	Centre recognition and approval	12
	Approvals agreement	12
	Centre resource requirements	13
7	Access to qualifications	15
	Access to qualifications for learners with disabilities or specific needs	15
	Reasonable adjustments and special consideration	15

8	Quality assurance of centres	16
9	Units	17
Unit 1:	Emergency First Aid in the Workplace	18
Unit 2:	Recognition and Management of Illness and Injury in the Workplace	33
10	Appeals	50
11	Malpractice	51
	Dealing with malpractice in assessment	51
	Learner malpractice	51
	Teacher/centre malpractice	52
12	Further information and publications	53
	Publisher information	53
13	Glossary	54
	Section A – General terminology used in specification	54
	Annexe A: Assessment principles	55
	First Aid Awarding Organisation Forum Assessment Principles for Regulated First Aid Qualifications	55

1 Introducing the qualifications

What are Pearson competence-based qualifications?

Pearson competence-based qualifications are work-based qualifications that give learners the opportunity to develop and demonstrate their competence in the area of work or job role to which the qualification relates. Learners will develop the knowledge, skills and behaviours to become competent in the area of work or job role.

The requirements to be competent for these qualifications are set by the following standards: First Aid at Work Health and Safety (First Aid) Regulations 1981 *Guidance on Regulations (L74)*, Resuscitation Council (UK) Guidelines and First Aid at Work Health and Safety (First Aid) Regulations 1982 (Northern Ireland).

Pearson has worked closely with the First Aid Awarding Organisation Forum in the development of these qualifications.

Qualifications purpose

The Pearson Level 3 Award in Emergency First Aid at Work and Pearson Level 3 Award in First Aid at Work qualifications are for learners who want to achieve a nationally-recognised qualification that enables them to act as a first aider within their workplace in line with First Aid at Work Health and Safety (First Aid) Regulations.

The Level 3 Award in Emergency First Aid at Work is designed to develop the essential knowledge and skills to provide first aid to employees in a range of workplace emergencies, such as adult resuscitation, use of defibrillators, unresponsive casualty, choking adult, minor and life-threatening bleeding, shock, and seizures. The qualification also covers the role and responsibilities of a first aider and minor injuries such as nose bleeds, small cuts, grazes and minor burns. It is especially suited for nominated first aiders in smaller, low risk working environments, such as small offices. This qualification also covers prerequisites for Pearson Security qualifications.

The Level 3 Award in First Aid at Work is designed to develop additional knowledge and skills required to administer first aid to casualties with a range of serious injuries. In addition to the areas covered in the Level 3 Award in Emergency First Aid at Work, this qualification covers allergic reactions, asthma, bone, muscle and joint injuries, burns and scalds, chest pains, eye injuries, communication with a casualty, fainting, head injuries, spinal injuries, low blood sugar, and poisoning. It is most suited to those working in high-risk environments, such as building sites or warehouses.

The qualifications give learners the opportunity to:

- develop and demonstrate competence in administering first aid at work (treatment of adults only)
- achieve a nationally-recognised Level 3 qualification
- achieve a licence to practice.

Industry support and recognition

These qualifications are supported by the First Aid Awarding Organisation Forum.

Funding

Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The apprenticeship funding rules can be found at www.gov.uk.

Relationship with previous qualifications

These qualifications are a direct replacement for 603/2460/0 Pearson Edexcel Level 3 Award in Emergency First Aid at Work and 603/2449/1 Pearson Edexcel Level 3 Award in First Aid at Work, which have expired.

Re-qualifying

Learners with an expiring Emergency First Aid at Work certificate will need to complete the full course and be assessed as a new candidate.

Learners with a current First Aid at Work certificate, issued by Ofqual/SQA/Qualifications Wales/CCEA recognised awarding organisation/body, can requalify as described below. If more than 28 days have elapsed since the expiry of the certificate, learners will need to complete as a new candidate.

Requalifying learners must complete a minimum of 12 hours training, which must be delivered over a maximum 7-week period (including assessment).

At least 6 hours of the 12 hours must be face to face.

The centre will need to retain a copy of the learner's original First Aid at Work certificate for audit purposes.

Employers/first aiders should make every effort to ensure that first aiders with a current 3-year first aid at work (FAW) certificate attend a re-qualification course within the 3-month period prior to the certificate expiry date. However, where this has not been possible, HSE will allow extension of the certificate for 28 days beyond the expiry date, within which a re-qualification course should be completed. There is no need to contact HSE/Pearson to request a certificate extension in such circumstances. During the extension period, HSE will continue to recognise the FAW qualification and the first aider will continue to be a suitable person the employer can use to provide first aid to employees. Any first aider who is not able to complete a re-qualification course up to a maximum of 28 days after the expiry date of their 3-year certificate, will be required to retake a full FAW course. Where a centre is running a re-qualification course, it is required to retain copies of the learners' current certificates for sampling by the EQA.

2 Qualification summary and key information

Qualification title	Pearson Level 3 Award in Emergency First Aid at Work
Qualification Number (QN)	610/1665/2
Regulation start date	08/11/2022
Operational start date	01/11/2022
Approved age ranges	16–18 19+
Total Qualification Time (TQT)	7 hours.
Guided Learning Hours (GLH)	6.
Assessment	Internal assessment (portfolio of evidence).
Grading information	The qualification and units are graded Pass/Fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, each learner must be assessed performing practical tasks such as CPR, as per the qualification specification. To pass the assessment, learners must be able to demonstrate the required practical skills without assistance from a third party. Centres must follow the information in our document, <i>A guide to recruiting learners onto Pearson qualifications</i> and <i>Section 7 Access to qualifications</i> .
Progression	Learners who achieve the Pearson Level 3 Award in Emergency First Aid at Work can progress to the Pearson Level 3 Award in First Aid at Work qualification.
Delivery requirements	This qualification must be delivered over a maximum 7-week period (including assessment). At least 4 of the 6 guided learning hours must be delivered face to face.

Qualification title	Pearson Level 3 Award in First Aid at Work
Qualification Number (QN)	610/1666/4
Regulation start date	08/11/2022
Operational start date	01/11/2022
Approved age ranges	16–18 19+
Total Qualification Time (TQT)	22 hours.
Guided Learning Hours (GLH)	18.
Assessment	Internal assessment (portfolio of evidence).
Grading information	The qualification and units are graded Pass/Fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification. However, each learner must be assessed performing practical tasks such as CPR, as per the qualification specification. To pass the assessment, learners must be able to demonstrate the required practical skills without assistance from a third party. Centres must follow the information in our document, <i>A guide to recruiting learners onto Pearson qualifications and Section 7 Access to qualifications</i> .
Progression	Learners who achieve the Pearson Level 3 Award in First Aid at Work may wish to undertake further training to cover other health and safety issues in the workplace such as: <ul style="list-style-type: none"> ● First Person on Scene ● moving and handling ● health and safety in the workplace ● prevention and control of infection ● risk management.
Delivery requirements	This qualification must be delivered over a maximum 7-week period (including assessment). At least 12 of the 18 guided learning hours must be delivered face to face.

3 Qualification structures

Pearson Level 3 Award in Emergency First Aid at Work

The requirements outlined in the table below must be met for Pearson to award the qualification.

Number of units that must be achieved	1
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Unit number	Mandatory unit	Level	Guided learning hours
1	Emergency First Aid in the Workplace	3	6

Pearson Level 3 Award in First Aid at Work

The requirements outlined in the table below must be met for Pearson to award the qualification.

Number of units that must be achieved	2
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Unit number	Mandatory units	Level	Guided learning hours
1	Emergency First Aid in the Workplace	3	6
2	Recognition and Management of Illness and Injury in the Workplace	3	12

4 Delivery requirements

Blended Learning in First Aid Quality Assurance Standards (from the First Aid Awarding Organisation Forum's website, faaof.org)

1. The time taken to complete the First Aid course should not be reduced. There may be a benefit in flexibility but blended learning should not reduce the overall time required to take the course.
2. The employer should provide paid time for the employee to undertake the training. The employee should not be required to take the distance-learning element of the course in their 'own' time.
3. Following completion of the distance element of learning, the learner must be assessed by a suitably qualified First Aid Assessor (who has qualifications and experience as described in the Assessment Principles for Regulated First Aid Qualifications document or HSE's GEIS3). The First Aid Assessor must be satisfied that all the assessment criteria for the learning outcomes delivered via distance learning have been met. Auditable evidence should be generated. It is the training provider's responsibility to confirm the identity of the learner and the authenticity of the evidence.
4. The assessment should be quality assured following national occupational standards (NOS).
5. The minimum face-to-face learning duration for each type of course should be as follows:

Qualification	Total course minimum hours duration	Minimum face-to-face learning hours
Emergency First Aid at Work	6	4
First Aid at Work	18	12
First Aid at Work Requalifying	12	6

6. The general practical elements of the training course are the learning outcomes that should be delivered and assessed face to face.

Definitions:

Distance learning: e-learning or virtual classroom learning

Face to face: in the same room (not via the internet)

Centre must ensure that qualifications are delivered over a maximum 7-week period.

Whichever mode of delivery is used, centres must make sure that learners have access to specified resources and to the sector specialists delivering and assessing the units.

Centres must adhere to the Pearson policies that apply to the different modes of delivery.

CPD requirements

Tutors/assessors/IQAs and Standards Verifiers are required to complete a minimum of three hours of first aid-related CPD per year. Examples could include:

- Taking an annual first aid refresher course
- Practicing as a workplace First Aider
- Participating in standardisation meetings/activities
- Taking a safeguarding refresher
- Reading or e-learning to refresh or update knowledge on illnesses, injuries and assessment practice
- Peer assessment of practical first aid skills by a qualified individual
- Delivery of Emergency First Aid at Work or First Aid at Work qualifications.

5 Assessment requirements

The units in these qualifications are all internally assessed.

Assessment principles

The assessment principles for this qualification are included in *Annexe A*. They set out the overarching assessment requirements and the framework for assessing the units to ensure that the qualification remains valid and reliable. They have been developed by the First Aid Awarding Organisation Forum.

Language of assessment

Learners must use English only during the assessment of this qualification.

Further information on the use of language in qualifications is available in our *Use of languages in qualifications policy*, available on our website.

Internal assessment

The units in these qualifications are assessed through an internally- and externally quality-assured Portfolio of Evidence made up of evidence gathered during the course of the learner's work.

Each unit has specified learning outcomes and assessment criteria. To pass each unit, learners must:

- achieve **all** the specified learning outcomes
- satisfy **all** the assessment criteria by providing sufficient and valid evidence for each criterion
- prove that the evidence is their own.

Some assessment criteria contain bullet points. The learner must be assessed against each bullet point.

Learners must have an assessment record that identifies the assessment criteria that have been met. The assessment record should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. Suitable centre documentation should be used to form an assessment record.

Presenting evidence

In line with the assessment principles, evidence for internally-assessed units can take a variety of forms as indicated below:

- direct observation of the learner's performance by their assessor (O)
- outcomes from oral or written questioning (Q&A)
- outcomes from simulation (S)
- professional discussion (PD)

Learners can use the abbreviations in their portfolios for cross-referencing purposes.

Learners can also use one piece of evidence to prove their knowledge, skills and understanding across different assessment criteria and/or across different units. It is not necessary for learners to have each assessment criterion assessed separately. They should be encouraged to reference evidence to the relevant assessment criteria. However, the evidence provided for each unit must clearly reference the unit being assessed. Evidence must be available to the assessor, the internal verifier and the Pearson Standards Verifier.

Any specific evidence requirements for a unit are given in the *Unit assessment requirements* section of the unit.

Practical assessments

If an assessment criterion uses the verb 'demonstrate', the learner must demonstrate the skill to the required standard without assistance from a third party.

If demonstration of a skill requires a complex sequence of actions (e.g. CPR, unresponsive casualty, choking and wounds and bleeding), each step in the sequence must be assessed.

The centre will need to retain auditable evidence in the form of video recordings (preferred) or detailed assessor observation sheets. These records will need to be made available to Pearson for standards verification activity.

Assessment of knowledge and understanding

Knowledge and understanding are key components of competent performance, but it is unlikely that performance evidence alone will provide sufficient evidence for knowledge-based learning outcomes and assessment criteria. Where the learners' knowledge and understanding is not apparent from performance evidence, it must be assessed through other valid methods and be supported by suitable evidence. The evidence provided to meet these learning outcomes and assessment criteria must be in line with the assessment strategy. Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 9 Units*.

Knowledge and understanding can be assessed using centre-devised workbooks, oral questioning and/or simulated scenarios.

The centre will need to retain auditable evidence showing that each learner has met the required standard. These records (workbooks/recording) will need to be made available to Pearson for standards verification activity.

Centre-devised multiple-choice tests are not permitted for this qualification.

Assessor requirements

Centres must ensure:

- assessment is carried out by assessors with relevant expertise in both the occupational area and assessment. The requirements for assessor qualifications and experience are stated in the assessment principles in *Annexe A*
- internal verification systems are in place to ensure the quality and authenticity of learners' work, as well as the accuracy and consistency of assessment. The requirements of internal verifiers (IVs) are stated in the assessment principles in *Annexe A*.

6 Centre recognition and approval

Centres must have approval prior to delivering or assessing any of the units in this qualification.

Centres that have not previously offered Pearson competence-based qualifications need to apply for, and be granted, centre recognition and approval to offer individual qualifications.

Existing Pearson centres seeking approval to offer Pearson competence-based qualifications, will be required to submit supplementary evidence for approval, aligned with the associated Standards and/or assessment requirements.

Existing centres will be given ‘automatic approval’ for a new qualification if they are already approved for a qualification that is being replaced by a new qualification and the conditions for automatic approval are met.

Guidance on seeking approval to deliver Pearson vocational qualifications is available on our website.

Approvals agreement

All centres are required to enter into an approval agreement with Pearson, in which the head of centre or principal agrees to meet all the requirements of the qualification specification and to comply with the policies, procedures, codes of practice and regulations of Pearson and relevant regulatory bodies. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of centre or qualification approval.

Centre resource requirements

As part of the approval process, centres must make sure that the resource requirements below are in place before offering the qualifications:

- staff assessing learners and internally verifying programmes must meet the occupational competence requirements in the assessment principles in *Annexe A*
- systems to ensure continuing professional development (CPD) for staff delivering, assessing and internally verifying the qualifications (see *Section 4 Delivery requirements*)
- internal verification systems and procedures (see *Section 5 Assessment requirements*)
- any unit-specific resources stated in individual units.

As well as the general resource requirements given above, there are specific resources that centres must have in place. These are detailed below.

Venue

In addition to meeting the standard venue requirements, the following are required to deliver a first aid course.

Aspect	Requirement
Room size	Adequate floor space for all learners on the course to undertake theory and practical work
Floor coverings	Should be carpeted or mats/blankets provided for use during practical sessions
Cleanliness	Maintain a clean, tidy and hygienic environment

Equipment

Minimum requirements:

- adult manikins – ratio of 1:4 (one manikin to four learners participating on the course)
- Automated External Defibrillation (AED) training devices – ratio of 1:4 (one AED to four learners participating on the course)
- sufficient hygiene procedures and resources to ensure that learners and trainers can practice safely and in line with current guidance
- first aid kit – sling, gloves and medium bandage for each candidate
- choking vest/adult manikins

- Adrenaline Auto-Injector (AAI) training devices (for Unit 2 in the Pearson Level 3 Award in First Aid at Work)
- high quality PowerPoint presentation.

Tutor/learner ratios

Twelve learners to one trainer/assessor is the maximum permissible ratio.

Suggested websites

adults.jext.co.uk

Information about Jext® single-use adrenaline auto-injector pens for the emergency treatment of anaphylaxis.

anaphylaxis.org.uk

Advice about anaphylaxis and serious allergies.

diabetes.org.uk

Information about diabetes.

epilepsy.org.uk

Advice and information about epilepsy.

emerade.com/adrenaline-auto-injector

Information about Emerade® adrenaline auto-injectors used for the emergency treatment of severe acute allergic reactions (anaphylaxis).

epipen.co.uk/en-gb/patients/your-epipen/how-to-use-your-epipen

Instructions for using EpiPen® adrenaline auto-injectors for anaphylaxis.

hse.gov.uk

The Health and Safety Executive website provides advice on first aid at work, and offers the following free publication:

The Health and Safety (First -Aid) Regulations 1981

resus.org.uk

The UK Resuscitation Council website promotes guidelines for resuscitation procedures.

www.nhs.uk/conditions/anaphylaxis

Information about symptoms, triggers and treatment of anaphylaxis.

7 Access to qualifications

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Our *Equity, diversity and inclusion in Pearson qualifications and related services policy* requires all learners to have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair every learner.

We are committed to making sure that:

- learners with a protected characteristic (as defined by the Equality Act 2010) are not, when they are taking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic
- all learners achieve the recognition they deserve from their qualification and that this achievement can be compared fairly to the achievement of their peers.

For learners with disabilities and specific needs, the assessment of their potential to achieve the qualification must identify, where appropriate, the support that will be made available to them during delivery and assessment of the qualifications.

Centres must deliver the qualifications in accordance with current equality legislation. For full details of the Equality Act 2010, please visit www.legislation.gov.uk.

Reasonable adjustments and special consideration

Centres are permitted to make adjustments to assessment to take account of the needs of individual learners. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or a learner working in the occupational area.

Centres cannot apply their own special consideration – applications for special consideration must be made to Pearson and can be made on a case-by-case basis only.

Centres must follow the guidance in the Pearson document *Guidance for reasonable adjustments and special consideration in vocational internally assessed units*.

8 Quality assurance of centres

For the qualification in this specification, the Pearson quality assurance model will consist of the following processes.

Centres will receive at least one visit from our Standards Verifier, followed by ongoing support and development. This may result in more visits or remote support, as required to complete standards verification. The exact frequency and duration of Standards Verifier visits/remote sampling will reflect the level of risk associated with a programme, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers
- amount of previous experience of delivery.

If a centre is offering a Pearson competence-based qualification alongside other qualifications related to a similar Apprenticeship Standard, wherever possible we will allocate the same Standards Verifier for both qualifications.

Following registration, centres will be given further quality assurance and sampling guidance.

For further details, please see the work-based learning quality assurance handbooks, available in the support section of our website:

- *Pearson centre guide to quality assurance – NVQs/SVQs and competence-based qualifications*
- *Pearson delivery guidance & quality assurance requirements – NVQs/SVQs; competence-based qualifications and BTEC Specialist qualifications.*

9 Units

This section of the specification contains the units that form the assessment for the qualification.

For explanation of the terms within the units, please refer to *Section 13 Glossary*.

It is compulsory for learners to meet the learning outcomes and the assessment criteria to achieve a Pass. The unit assessment requirements must also be met by the evidence that is provided by the learner.

Where legislation is included in delivery and assessment, centres must ensure that it is current and up to date.

Unit 1:

Emergency First Aid in the Workplace

Level: 3

Guided learning hours: 6

Unit summary

This unit is designed for people who want to receive training in emergency first aid. It is especially suited for nominated first aiders in smaller, low risk working environments, such as small offices. The unit covers first aid protocols for adult casualties only. Learners will be required to demonstrate the ability to assess an emergency situation safely and then carry out all essential first aid skills, including performing cardiopulmonary resuscitation (CPR), stemming life threatening and minor bleeding and treating adults who are choking or suffering from shock. Learners will gain an understanding of how to administer first aid to an adult with splinters, cuts, burns and other minor injuries, and will have the opportunity to develop the skills to manage minor wounds.

Unit assessment requirements

This unit must be assessed in line with the First Aid Awarding Organisation Forum Assessment Principles for Regulated First Aid Qualifications (see *Annexe A*).

Simulation is allowed for this unit.

Assessment criteria 2.1, 2.2, 3.2, 3.4, 3.5, 4.2 and 5.2 must be delivered and assessed by practical demonstration and in a **face-to-face delivery context**.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type (delete as appropriate)	Portfolio reference	Date
1	Understand the role and responsibilities of a first aider	1.1	Identify the role and responsibilities of a first aider	Workbook/oral		
		1.2	Identify how to minimise the risk of infection to self and others	Workbook/oral		
		1.3	Identify the need for consent to provide first aid	Workbook/oral		
2	Be able to assess an emergency safely	2.1	Conduct a scene survey	Video/ observation report		
		2.2	Conduct a primary survey of a casualty	Video/ observation report		
		2.3	Summon appropriate assistance when necessary	Video/ observation report		
3	Be able to provide first aid to an unresponsive casualty	3.1	Identify when to administer Cardio-Pulmonary Resuscitation (CPR)	Video/ observation report/ workbook/oral		
		3.2	Demonstrate adult CPR using a manikin	Video/ observation report		

Learning outcomes		Assessment criteria		Evidence type (delete as appropriate)	Portfolio reference	Date
		3.3	Identify when to place a casualty into the recovery position	Workbook/oral		
		3.4	Demonstrate how to place a casualty into the recovery position	Video/ observation report		
		3.5	Demonstrate continual monitoring of breathing whilst the casualty is in the recovery position	Video/ observation report		
		3.6	Identify how to administer first aid to a casualty who is experiencing a seizure	Workbook/oral		
4	Be able to provide first aid to a casualty who is choking	4.1	Identify when a casualty is choking	Workbook/oral		
		4.2	Demonstrate how to administer first aid to a casualty who is choking	Video/ observation report		
5	Be able to provide first aid to a casualty with external bleeding	5.1	Identify whether external bleeding is life-threatening	Workbook/oral		
		5.2	Demonstrate how to administer first aid to a casualty with external bleeding	Video/ observation report		
6	Know how to provide first aid to a casualty who is in shock	6.1	Recognise when a casualty who is suffering from shock	Workbook/oral		
		6.2	Identify how to administer first aid to a casualty who is suffering from shock	Workbook/oral		

Learning outcomes		Assessment criteria		Evidence type (delete as appropriate)	Portfolio reference	Date
7	Know how to provide first aid to a casualty with minor injuries	7.1	Identify how to administer first aid to a casualty with: <ul style="list-style-type: none">• small cuts and grazes• bruises• small splinters• nosebleeds	Workbook/oral		
		7.2	Identify how to administer first aid to a casualty with minor burns and scalds.	Workbook/oral		

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:

(if sampled)

Date:

Essential information for assessment

Assessment

This unit is assessed internally by the centre and externally verified by Pearson. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met all the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

Please read this guidance in conjunction with *Section 5 Assessment requirements*.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Learners will complete a centre-devised assessment based on the unit learning outcomes and assessment criteria. This assessment is graded as pass or fail.

Simulation on adult manikins is required.

This unit must be assessed in line with the assessment principles. For further information please refer to *Annexe A*.

The current Resuscitation Council (UK) guidelines should always be referred to when teaching and assessing this qualification.

The table below details the evidence required to meet the standard of the assessment criteria and achieve the learning outcomes.

The purpose of the evidence requirements in this unit is to provide an indication of the nature of the evidence required to meet each assessment criterion. This is not intended to be exhaustive or set any absolute boundaries.

Learning outcomes	Evidence requirements
<p>1. Understand the role and responsibilities of a first aider</p>	<p>For knowledge assessment criteria 1.1, 1.2 and 1.3; learners could produce a detailed leaflet, training manual, presentation or video to be used as a guide for first aiders.</p> <p>1.1 Identifying the role (purpose) of a first aider in the workplace and the range of their responsibilities (duties) in this role may include: preventing cross infection, recording incidents and actions, safe use of available equipment, assessing an incident, summoning appropriate assistance, prioritising treatment, dealing with post-incident stress.</p> <p>1.2 Learners must identify at least three different ways to minimise the threat of infection to self and others, which may include: personal protective equipment, hand hygiene, disposal of contaminated waste, using appropriate dressings, barrier devices during rescue breaths, covering cuts. ‘Others’ may include casualties, work colleagues or other people in the workplace.</p> <p>1.3 Learners must outline at least two reasons why it is necessary to get consent to provide first aid, which may include gaining consent and implied consent.</p>

Learning outcomes	Evidence requirements
2. Be able to assess an emergency safely	<p>For competence assessment criteria 2.1, 2.2 and 2.3, learners must be assessed through a practical skills assessment covering the skills required to meet the criteria. Learners are required to demonstrate all aspects of the assessment criteria to the required standards in an appropriate situational context and with the appropriate equipment and resources. The practical assessment should be video recorded; detailed observation records are required to evidence the practical assessment. The assessment of these criteria could be integrated, where appropriate, with the assessment of other criteria that require practical skills assessment.</p> <p>2.1 Scene survey to include:</p> <ul style="list-style-type: none"> ● Checking for further dangers ● Identifying the number of casualties ● Evaluating what happened ● Prioritising treatment ● Delegating tasks. <p>2.2 Primary survey of casualty to include checking for:</p> <ul style="list-style-type: none"> ● Danger ● Response ● Airway ● Breathing ● Circulation. <p>2.3 Summoning appropriate assistance to include:</p> <ul style="list-style-type: none"> ● Shouting for help ● Calling 999/112 via speakerphone or bystander ● Leaving the casualty to call 999/112 ● Calling an NHS emergency helpline such as 111.

Learning outcomes	Evidence requirements
3. Be able to provide first aid to an unresponsive casualty	<p>3.1 identifying when to administer CPR must include:</p> <ul style="list-style-type: none"> ● When casualty is unresponsive and not breathing/not breathing normally/agonal breathing. <p>3.2 Demonstration must include:</p> <ul style="list-style-type: none"> ● Thirty chest compressions: <ul style="list-style-type: none"> ○ Correct hand positioning ○ 5-6cm compression depth ○ 100-120 per minute. ● Two rescue breaths: <ul style="list-style-type: none"> ○ Correct rescue breath positioning ○ Blowing steadily into mouth (approx. one second) ○ Taking no longer than ten seconds to deliver two breaths. ● Correct use of an AED: <ul style="list-style-type: none"> ○ Correct application of AED pads ○ Follow instructions ○ Demonstrate safely for a period of at least two minutes at floor level. <p>3.3 Identifying when to place the casualty into the recovery position should include situations when the casualty has lowered levels of response and:</p> <ul style="list-style-type: none"> ● does not require CPR ● is breathing normally ● is uninjured. <p>An injured casualty may be placed in the recovery position if the airway is at risk (e.g. fluid in the airway or needing to leave the casualty to get help).</p> <p>3.4 Placing a casualty in the recovery position to include:</p> <ul style="list-style-type: none"> ● Placing in a position that maintains a stable, open, draining airway at floor level ● Placing heavily pregnant casualties on their left side.

Learning outcomes	Evidence requirements
	<p>3.5 Demonstrating continual monitoring of a breathing unresponsive casualty while in the recovery position to include:</p> <ul style="list-style-type: none"> • Continual monitoring of airway and breathing • Turning the casualty onto the opposite side every 30 minutes. <p>3.6 Administering first aid to a casualty having a seizure may include:</p> <ul style="list-style-type: none"> • Removing any dangers to maintain safety • Recording time and duration of seizure • Maintaining an open airway and checking breathing post-seizure • Determining when to call 999/112. <p>The evidence for knowledge assessment criteria 3.1, 3.3 and 3.6 could be incorporated into the leaflet, training manual, presentation or video being produced to meet the assessment criteria for learning outcome 1. Alternatively, these could be assessed verbally, and video recorded, as a part of the practical skills assessment outlined below.</p> <p>For competence assessment criteria 3.2 and 3.4 learners must be assessed through a practical skills assessment covering the skills required to meet the criteria. Learners are required to demonstrate all aspects of the assessment criteria in line with the current UK Resuscitation Council guidelines, to the required standards in an appropriate situational context and with the appropriate equipment and resources. Learners must demonstrate CPR and the recovery position on the floor. The practical assessment should be video recorded; detailed observation records are required to evidence the practical assessment. Witness testimonies may be used as a source of evidence where appropriate. This practical assessment could be integrated, where appropriate, with others in the unit.</p>

Learning outcomes	Evidence requirements
4. Be able to provide first aid to a casualty who is choking	<p>4.1 Identifying mild choking may include recognising the casualty can:</p> <ul style="list-style-type: none"> ● speak ● cough ● breathe. <p>Identifying severe choking may include recognising the casualty who is:</p> <ul style="list-style-type: none"> ● unable to cough effectively ● unable to speak ● unable or struggling to breathe ● in visible distress ● unconscious. <p>4.2 Demonstrate current UK Resuscitation Council guidelines:</p> <ul style="list-style-type: none"> ● Encourage to cough ● Up to five back blows ● Up to five abdominal thrusts ● Call 999/112 when required ● CPR if unconscious. <p>The evidence for knowledge assessment criterion 4.1 could be incorporated into the leaflet, training manual, presentation or video being produced to meet the assessment criteria for learning outcome 1. Alternatively, this could be assessed verbally, and video recorded, as a part of the practical skills assessment outlined below. To meet this criterion, learners need to state the range of common signs and symptoms of mild choking and severe choking.</p>

Learning outcomes	Evidence requirements
	<p>For competence assessment criterion 4.2, learners must be assessed through a practical skills assessment covering the skills required to meet the criterion. Learners are required to demonstrate all aspects of the assessment criterion to the required standards in an appropriate situational context and with the appropriate equipment and resources. The practical assessment should be video recorded; detailed observation records are required to evidence the practical assessment. Witness testimonies may be used as a source of evidence where appropriate. This practical assessment could be integrated, where appropriate, with others in the unit.</p>

Learning outcomes	Evidence requirements
5. Be able to provide first aid to a casualty with external bleeding	<p>5.1 Identifying the severity of arterial bleeding may include recognising that the blood:</p> <ul style="list-style-type: none"> • is under pressure • spurts in time with heartbeat. <p>Must be able to recognise that arterial bleeding is a life-threatening emergency.</p> <p>Identifying the severity of venous bleeding may include recognising that the blood:</p> <ul style="list-style-type: none"> • volume in the veins is comparable to arteries • flows profusely from the wound. <p>Must be able to recognise that venous bleeding is also a life-threatening emergency.</p> <p>Identifying capillary bleeding may include recognising that:</p> <ul style="list-style-type: none"> • blood trickles from the wound. <p>Must be able to recognise that capillary bleeding is not a life-threatening emergency.</p> <p>5.2 Demonstrating first aid for external bleeding may include:</p> <ul style="list-style-type: none"> • Maintaining aseptic technique • Helping the casualty to sit or lie down • Examining the wound • Applying direct pressure onto (or into) the wound • Dressing the wound. <p>Treatment of catastrophic bleeding may include:</p> <ul style="list-style-type: none"> • Wound packing • Tourniquet application • Improvised tourniquet application.

Learning outcomes	Evidence requirements
	<p>The evidence for knowledge assessment criterion 5.1 could be incorporated into the leaflet, training manual, presentation or video being produced to meet the assessment criteria for learning outcome 1. Alternatively, this could be assessed verbally, and video recorded, as a part of the practical skills assessment outlined below. To meet this criterion, learners need to state the range of common signs and symptoms of severe external bleeding.</p> <p>For competence assessment criterion 5.2, learners must be assessed through a practical skills assessment covering the skills required to meet the criterion. Learners are required to demonstrate all aspects of the assessment criterion to the required standards in an appropriate situational context and with the appropriate equipment and resources. The practical assessment should be video recorded; detailed observation records are required to evidence the practical assessment. Witness testimonies may be used as a source of evidence where appropriate. This practical assessment could be integrated, where appropriate, with others in the unit.</p>

Learning outcomes	Evidence requirements
6. Know how to provide first aid to a casualty who is in shock	<p>6.1 Recognition of hypovolaemic shock may include:</p> <ul style="list-style-type: none"> ● Pale, clammy skin ● Fast, shallow breathing ● Rise in pulse rate ● Cyanosis ● Dizziness/passing out when sitting or standing upright. <p>6.2 Administering first aid treatment for hypovolaemic shock may include:</p> <ul style="list-style-type: none"> ● Treating the cause ● Casualty positioning ● Keeping the casualty warm ● Calling 999/112. ● The evidence for knowledge assessment criteria 6.1 and 6.2 could be incorporated into the leaflet, training manual, presentation or video being produced to meet the assessment criteria for learning outcome 1. Alternatively, they could be assessed verbally.

Learning outcomes	Evidence requirements
<p>7. Know how to provide first aid to a casualty with minor injuries</p>	<p>7.1 Administering first aid for minor injuries may include:</p> <ul style="list-style-type: none"> ● Small cuts and grazes: <ul style="list-style-type: none"> ○ Irrigation ○ Dressing. ● Bruises: <ul style="list-style-type: none"> ○ Cold compress for ten minutes. ● Small splinter removal: <ul style="list-style-type: none"> ○ Cleaning of area ○ Removal with tweezers ○ Apply dressing. ● Nosebleed: <ul style="list-style-type: none"> ○ Positioning ○ Pinch soft part of the nose, for ten minutes ○ Advise casualty to breathe through their mouth. <p>7.2 Administering first aid for minor burns and scalds may include:</p> <ul style="list-style-type: none"> ● Safety ● Cooling for twenty minutes ● Removing jewellery and loose clothing ● Covering the burn ● Determining when to seek advice. <p>The evidence for knowledge assessment criteria 7.1 and 7.2 could be incorporated into the leaflet, training manual, presentation or video being produced to meet the assessment criteria for learning outcome 1. Alternatively, learners could prepare information to be used in a specific setting about how to administer first aid for those minor injuries detailed in the assessment criteria.</p>

Unit 2:

Recognition and Management of Illness and Injury in the Workplace

Level: 3

Guided learning hours: 12

Unit summary

The purpose of this unit is for learners to attain knowledge and practical competences required to deal with the management of illness, injuries and emergencies that could occur within the workplace.

This unit is designed for people working in high-risk environments, such as building sites or warehouses. It is designed for learners who have, or aspire to have, responsibility for administering first aid.

Serious incidents demand a wide range of skills in order to preserve life and prevent lasting harm. This unit is designed to enable learners to deal with all of these eventualities, giving them the skills and underpinning knowledge to deal with workplace emergencies appropriately.

An understanding of the more common illnesses and injuries is essential for individuals who are designated first aiders. This includes being able to conduct a secondary survey of a casualty and administering first aid to casualties with a range of serious injuries, including head and spinal injuries, chest injuries, burns and scalds, eye injuries, sudden poisoning, anaphylaxis and major emergencies such as heart attack, stroke and epileptic seizure.

Learners who successfully complete this unit will be equipped to manage emergency situations in a professional and competent manner to the benefit of both employees and employers.

Unit assessment requirements

This unit must be assessed in line with the First Aid Awarding Organisation Forum Assessment Principles for Regulated First Aid Qualifications (see *Annexe A*).

Simulation is allowed for this unit.

Assessment criteria 1.2, 2.3, 3.3 and 8.3 must be delivered and assessed by practical demonstration in a **face-to-face delivery context**.

Learning outcomes and assessment criteria

To pass this unit, learners need to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements that the learner is expected to meet to achieve the learning outcomes and the unit.

Learning outcomes		Assessment criteria		Evidence type (delete as appropriate)	Portfolio reference	Date
1	Be able to conduct a secondary survey	1.1	Identify the information to be collected when gathering a casualty history	Workbook/oral		
		1.2	Demonstrate how to conduct a head-to-toe survey	Video/ observation report		
2	Be able to provide first aid to a casualty with suspected injuries to bones, muscles and joints	2.1	Recognise a suspected: <ul style="list-style-type: none">• fracture or dislocation• sprain or strain	Workbook/oral		
		2.2	Identify how to administer first aid for a casualty with suspected: <ul style="list-style-type: none">• fracture or dislocation• sprain or strain	Workbook/oral		
		2.3	Demonstrate how to apply: <ul style="list-style-type: none">• a support sling• an elevated sling	Video/ observation report		

Learning outcomes		Assessment criteria		Evidence type (delete as appropriate)	Portfolio reference	Date
3	Be able to provide first aid to a casualty with suspected head and spinal injuries	3.1	Recognise a suspected: <ul style="list-style-type: none"> • head injury • spinal injury 	Workbook/oral		
		3.2	Identify how to administer first aid for a casualty with a suspected head Injury	Workbook/oral		
		3.3	Demonstrate how to administer first aid for a casualty with a suspected spinal injury	Video/ observation report		
4	Know how to provide first aid to a casualty with suspected chest injuries	4.1	Identify how to administer first aid for suspected: <ul style="list-style-type: none"> • fractured ribs • penetrating chest injury 	Workbook/oral		
5	Know how to provide first aid to a casualty with burns and scalds	5.1	Identify how to recognise the severity of burns and scalds	Workbook/oral		
		5.2	Identify how to administer first aid for burns involving: <ul style="list-style-type: none"> • dry/wet heat • electricity • chemicals 	Workbook/oral		

Learning outcomes		Assessment criteria		Evidence type (delete as appropriate)	Portfolio reference	Date
6	Know how to provide first aid to a casualty with an eye injury	6.1	Identify how to administer first aid for eye injuries involving: <ul style="list-style-type: none">• dust• chemicals• embedded objects	Workbook/oral		
7	Know how to provide first aid to a casualty with suspected poisoning	7.1	Identify how poisonous substances can enter the body	Workbook/oral		
		7.2	Identify how to administer first aid to a casualty with suspected sudden poisoning	Workbook/oral		
8	Be able to provide first aid to a casualty with anaphylaxis	8.1	Recognise suspected anaphylaxis	Workbook/oral		
		8.2	Identify how to administer first aid for a casualty with suspected anaphylaxis	Workbook/oral		
		8.3	Demonstrate the use of a 'training device' adrenaline auto-injector	Video/ observation report		

Learning outcomes		Assessment criteria		Evidence type (delete as appropriate)	Portfolio reference	Date
9	Know how to provide first aid to a casualty with suspected major illness	9.1	Recognise suspected: <ul style="list-style-type: none"> ● heart attack ● stroke ● epileptic seizure ● asthma attack ● diabetic hypoglycaemic emergency 	Workbook/oral		
		9.2	Identify how to administer first aid to a casualty suffering from: <ul style="list-style-type: none"> ● heart attack ● stroke ● epileptic seizure ● asthma attack ● diabetic hypoglycaemic emergency 	Workbook/oral		

Learner name:

Date:

Learner signature:

Date:

Assessor signature:

Date:

Internal verifier signature:

(if sampled)

Date:

Essential information for assessment

Assessment

This unit is assessed internally by the centre and externally verified by Pearson. To pass this unit, the evidence that learners present for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria and the requirements of the assessment strategy.

Please read this guidance in conjunction with *Section 5 Assessment requirements*.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should apply the *Unit assessment guidance* and the requirements of the assessment strategy given below.

Wherever possible, centres should adopt a holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

Learners will complete a centre-devised assessment based on the unit learning outcomes and assessment criteria. This assessment is graded as pass or fail.

Simulation is permitted for this unit. The following assessment criteria must be assessed by practical demonstration: 1.2, 2.3, 3.3, 8.3.

This unit must be assessed in line with the assessment principles. For further information please refer to *Annexe A*.

The current Resuscitation Council (UK) guidelines should always be referred to when teaching and assessing this qualification.

The table below details the evidence required to meet the standard of the assessment criteria and achieve the learning outcomes.

The purpose of the evidence requirements in this unit is to provide an indication of the nature of the evidence required to meet each assessment criterion. This is not intended to be exhaustive or set any absolute boundaries.

Learning outcomes	Evidence requirements
<p>1. Be able to conduct a secondary survey</p>	<p>1.1 Information to be gathered from a casualty may include:</p> <ul style="list-style-type: none"> • Signs and symptoms • History of event(s) leading up • Any allergies • Previous medical history • Last meal • Medication. <p>1.2 Demonstration of a head-to-toe survey to include:</p> <ul style="list-style-type: none"> • Head and neck • Shoulders and chest • Abdomen • Legs and arms. <p>This must be carried out on a live simulated conscious casualty. In order to pass, learners must also continually monitor breathing and ensure airway is protected. The assessor will need to video record the practical or complete a detailed observation report.</p>

Learning outcomes	Evidence requirements
<p>2. Be able to provide first aid to a casualty with suspected injuries to bones, muscles and joints</p>	<p>2.1 Learners must show they can recognise a suspected fracture or dislocation and sprain or strain, which may include:</p> <ul style="list-style-type: none"> ● Pain ● Loss of power ● Unnatural movement ● Swelling or bruising ● Deformity ● Irregularity ● Crepitus ● Tenderness. <p>2.2 Administering first aid for fractures and dislocation may include:</p> <ul style="list-style-type: none"> ● Immobilising/keeping the injury still ● Calling 999/112 or arranging transport to hospital. <p>Administering first aid for sprains and strains may include:</p> <ul style="list-style-type: none"> ● Rest ● Ice ● Compression/comfortable position ● Elevation. <p>2.3 Learners to demonstrate a safe, prompt and effective support sling and elevation sling. The assessor will need to video record the practical or complete a detailed observation report.</p>

Learning outcomes	Evidence requirements
<p>3. Be able to provide first aid to a casualty with suspected head and spinal injuries</p>	<p>3.1 Head injury to include concussion, compression and skull fracture, but learners not expected to differentiate between the three types of head injuries.</p> <p>3.2 Administering first aid for a head injury may include:</p> <ul style="list-style-type: none"> ● Determining when to call 999/112 ● Maintaining airway and breathing ● Monitoring levels of response ● Dealing with fluid loss. <p>3.3 Demonstration of how to administer first aid for a casualty with a suspected spinal injury may include:</p> <ul style="list-style-type: none"> ● Calling 999/112 ● Keeping the casualty's head and neck in line. ● Safe method(s) of placing the casualty into a recovery position while protecting the spine (if the airway is at risk). <p>For 3.3, the assessor will need to video record the practical or complete a detailed observation report.</p>

Learning outcomes	Evidence requirements
4. Know how to provide first aid to a casualty with suspected chest injuries	<p>4.1 Administering first aid for suspected rib fracture may include:</p> <ul style="list-style-type: none"> ● Calling 999/112 ● Casualty positioning ● Supporting the injury. <p>Administering first aid for a penetrating chest injury may include:</p> <ul style="list-style-type: none"> ● Calling 999/112 ● Casualty positioning ● Controlling bleeding around the wound (without covering the wound) ● Leaving a sucking chest wound open to fresh air.

Learning outcomes	Evidence requirements
5. Know how to provide first aid to a casualty with burns and scalds	<p>5.1 Recognising the severity of burns and scalds may include:</p> <ul style="list-style-type: none"> ● Cause ● Age of casualty ● Burn/scald size ● Depth ● Location. <p>5.2 Administering first aid for dry/wet heat burns may include:</p> <ul style="list-style-type: none"> ● Cooling the burn ● Removing jewellery and loose clothing ● Covering the burn ● Determining when to call 999/112. <p>Administering first aid for chemical burns may include:</p> <ul style="list-style-type: none"> ● Ensuring safety ● Brushing away dry/powder chemicals ● Irrigating with copious amounts of water (unless contra-indicated) ● Treating the face/eyes as priority. <p>Administering first aid for electrical burns may include:</p> <ul style="list-style-type: none"> ● Ensuring it is safe to approach/touch the casualty ● Checking DRABC and treating accordingly ● Cooling the burns.

Learning outcomes	Evidence requirements
6. Know how to provide first aid to a casualty with an eye injury	<p>6.1 Administering first aid for dust in the eye may include:</p> <ul style="list-style-type: none"> ● Irrigation with clean water ● Ensuring the water runs away from the good eye. <p>Administering first aid for a chemical in the eye may include:</p> <ul style="list-style-type: none"> ● Irrigation with large volumes of clean water (unless contra-indicated due to the chemical involved) ● Ensuring the water runs away from the good eye ● Calling 999/112. <p>Administering first aid for an embedded object in the eye may include:</p> <ul style="list-style-type: none"> ● Covering the injured eye ● Ensuring the good eye is not used (cover if needed) ● Calling 999/112 or arranging transport to hospital.

Learning outcomes	Evidence requirements
7. Know how to provide first aid to a casualty with suspected poisoning	<p>7.1 Identification of how poisonous substances can enter the body may include:</p> <ul style="list-style-type: none"> ● Ingested (swallowed) ● Inhaled (breathed in) ● Absorbed (through the skin) ● Injected (directly into skin tissue, muscles or blood vessels). <p>7.2 Administering first aid for corrosive substances may include:</p> <ul style="list-style-type: none"> ● Ensuring your own safety ● Substances on the skin – diluting and washing away with water ● Swallowed substances – rinsing out the mouth then giving frequent sips of milk or water (subject to sufficient levels of response) ● Calling 999/112 and giving information about the poison if possible ● Protecting airway and breathing ● Resuscitation if necessary, using PPE/barrier devices. <p>Administering first aid for non-corrosive substances may include:</p> <ul style="list-style-type: none"> ● Ensuring your own safety ● Calling 999/112, and giving information about the poison if possible ● Protecting airway and breathing ● Resuscitation if necessary, using PPE/barrier devices.

Learning outcomes	Evidence requirements
<p>8. Be able to provide first aid to a casualty with anaphylaxis</p>	<p>8.1 Recognising anaphylaxis may include rapid onset and rapid progression of a life-threatening airway, breathing and circulation problem:</p> <ul style="list-style-type: none"> ● Airway – swelling of the tongue, lips or throat ● Breathing – difficult, wheezy breathing or tight chest ● Circulation – <ul style="list-style-type: none"> ○ Dizziness, feeling faint or passing out ○ Pale, cold, clammy skin and fast pulse ○ Nausea, vomiting, stomach cramps or diarrhoea <p>There may also be skin rash, swelling and/or flushing.</p> <p>8.2 Administering first aid for anaphylaxis may include:</p> <ul style="list-style-type: none"> ● Calling 999/112 ● Correct casualty positioning ● Assisting to use their adrenaline auto-injector ● Resuscitation if required. <p>8.3 The use of a ‘training device’ adrenaline auto-injector must be demonstrated using a training device and NOT a live autoinjector.</p> <p>Centres should ensure that learners are taught how to use the three different types of adrenaline auto-injector: Emerade, EpiPen and Jext. For assessment the candidate only needs to demonstrate one of the types of adrenaline auto-injector.</p> <p>For 8.3, the assessor will need to video record the practical or complete a detailed observation report.</p>

Learning outcomes	Evidence requirements
<p>9. Know how to provide first aid to a casualty with suspected major illness</p>	<p>9.1 Recognising a heart attack may include:</p> <ul style="list-style-type: none"> ● Sudden onset ● Crushing chest pain ● Skin appearance (e.g. pale, grey, sweaty) ● Variable pulse ● Shortness of breath. <p>Recognising stroke may include performing the FAST test:</p> <p>F: Face</p> <p>A: Arms</p> <p>S: Speech</p> <p>T: Time to call 999/112</p> <p>Other stroke symptoms include sudden problems with balance, walking, dizziness, coordination, vision and severe headache.</p> <p>Recognising an epileptic seizure may include the following patterns:</p> <ul style="list-style-type: none"> ● Aura ● Tonic phase ● Clonic phase ● Recovery phase. <p>Recognising an asthma attack may include:</p> <ul style="list-style-type: none"> ● Difficulty breathing and speaking ● Wheezy breathing ● Pale and clammy skin ● Cyanosis ● Use of accessory muscles.

Learning outcomes	Evidence requirements
	<p>Recognising a diabetic hypoglycaemic emergency may include:</p> <ul style="list-style-type: none"> ● Fast onset ● Lowered levels of response ● Pale, cold and sweaty skin ● Normal or shallow breathing ● Rapid pulse. <p>9.2 Administering first aid for a heart attack may include:</p> <ul style="list-style-type: none"> ● Correct casualty positioning ● Calling 999/112 ● Calming and reassurance ● Assisting to take an aspirin if indicated. <p>Administering first aid for a stroke may include:</p> <ul style="list-style-type: none"> ● Maintain airway and breathing ● Correct casualty positioning ● Calling 999/112. <p>Administering first aid for an epileptic seizure may include:</p> <ul style="list-style-type: none"> ● Removing dangers and protecting the head ● Noting the time and duration of the seizure ● Loosening tight clothing around the neck ● Determining when to call 999/112 ● Post-seizure care, including monitoring of airway and breathing.

Learning outcomes	Evidence requirements
	<p>Administering first aid for an asthma attack may include:</p> <ul style="list-style-type: none"> ● Correct casualty positioning ● Assisting a casualty to take their reliever inhaler and use a spacer device ● Calming and reassurance ● Determining when to call 999/112. <p>Administering first aid for a diabetic hypoglycaemic emergency may include:</p> <ul style="list-style-type: none"> ● Giving 15-20g of glucose for conscious casualties (subject to sufficient response levels) ● Providing further food or drink if casualty responds to glucose quickly ● Determining when to call 999/112.

10 Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy is a consideration of the evidence by a Lead Internal Verifier or other member of the programme team. The assessment plan should allow time for potential appeals after learners have been given assessment decisions.

Centres must document all learners' appeals and their resolutions. Further information on the appeals process can be found in the document *Internal assessment in vocational qualifications: Reviews and appeals policy*, available on our website.

11 Malpractice

Dealing with malpractice in assessment

'Malpractice' refers to acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

Centres are required to take steps to prevent malpractice and to assist with investigating instances of suspected malpractice. Learners must be given information that explains what malpractice is and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct assessments according to our policies. The above document gives further information, examples, and details the sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during the delivery of Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any supporting documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining any appropriate sanctions on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre should inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

You should be aware that Pearson may need to suspend certification when undertaking investigations, audits and quality assurances processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions such as:

- mark reduction for affected assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- requiring centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary suspensions on certification of learners
- placing temporary suspensions on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspending or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for considering appeals against sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the *JCQ Appeals booklet* (<https://www.jcq.org.uk/exams-office/appeals>).

12 Further information and publications

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/contact-us.html.
- Books, software and online resources for UK schools and colleges: www.pearsonschoolsandfecolleges.co.uk.
- Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please visit our website.

Further documents that support the information in this specification:

- *Access arrangements and reasonable adjustments* (JCQ)
- *A guide to the special consideration process* (JCQ)
- *Collaborative and consortium arrangements for the delivery of vocational qualifications policy* (Pearson)
- *UK information manual* (updated annually and available in hard copy) or *Entries and information manual* (available online) (Pearson)
- *Distance learning and assessment policy* (Pearson)

Publisher information

Any publisher can seek endorsement for their resources and, if they are successful, we will list their resources on our website.

13 Glossary

Section A – General terminology used in specification

Term	Description
Level	Units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.
Guided learning hours (GLH)	This indicates the number of hours of activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study. Units may vary in size.
Total qualification time (TQT)	This indicates the total number of hours that a typical learner will take to complete the qualification. This is in terms of both guided learning hours but also unguided learning, for example private study, time spent in the workplace to master skills.
Learning outcomes	The learning outcomes of a unit set out what a learner knows, understands or is able to do as the result of a process of learning.
Assessment criteria	The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Competence	The minimum knowledge, skills and behaviours required to perform a job role effectively.
Valid assessment	The assessment assesses the skills or knowledge/understanding in the most sensible, direct way to measure what it is intended to measure.
Reliable assessment	The assessment is consistent and the agreed approach delivers the correct results on different days for the same learners and different cohorts of learners.
Workplace simulation	Realistic tasks carried out in the workplace that are additional to the normal work duties for the day to produce evidence for criteria that are very challenging to meet in the natural course of work.

Annexe A: Assessment principles

First Aid Awarding Organisation Forum Assessment Principles for Regulated First Aid Qualifications

Approved by ACG 01 April 2022, Version 7

Introduction

These Assessment Principles have been produced by Awarding Organisations/Bodies in cooperation with the Health and Safety Executive (HSE) and qualification regulators.

These principles must be applied in addition to the generic criteria and regulations that Ofqual/SQA Accreditation/Qualifications Wales/CCEA Regulation require Awarding Organisations/Bodies to meet when delivering regulated qualifications.

Awarding Organisations/Bodies who follow these First Aid Assessment Principles should also participate in the First Aid Awarding Organisation Forum (FAAOF) in line with the FAAOF *Terms of Reference*.

This document relates to First Aid qualifications including but not limited to:

- First Aid at Work (FAW)
- Emergency First Aid at Work (EFAW)
- Paediatric First Aid (PFA)
- Emergency Paediatric First Aid (EPFA)

This document deals with training, assessment, evidence and quality assurance under the following headings:

- Roles and responsibilities of those involved in the training, assessment and quality assurance processes
- Assessment and sources of evidence

Roles and Responsibilities of those involved in the Training, Assessment and Quality Assurance Processes

This document details the requirements of Trainers and Assessors separately. It is accepted, however, that both roles may be performed by the same person, providing the qualifications and experience requirements for both roles are met.

Trainers

Those involved in the training of these qualifications must have knowledge and competency in first aid as well as knowledge and competency to train based on qualifications and experience. An acceptable portfolio must show:

i. Occupational knowledge and competence in first aid – evidenced by:

- Holding a first aid at work qualification/medical registration as detailed in *Appendix 1*

ii. Knowledge and competency in teaching/training first aid – evidenced by:

- Holding an acceptable teaching/training qualification as detailed in *Appendix 2*

AND either:

- Providing an acceptable log of teaching first aid within the last 3 years

or

- Providing an acceptable record of competently teaching theoretical and practical first aid sessions under the supervision of a suitably qualified Trainer/Assessor

Assessors

Those involved in the assessment of these qualifications must have knowledge and competency in first aid as well as knowledge and competency to assess based on qualifications and experience. An acceptable portfolio must show:

i. Occupational knowledge and competence in first aid – evidenced by:

- Holding a first aid at work qualification/medical registration as detailed in *Appendix 1*

ii. Knowledge and competency in assessing first aid – evidenced by:

- Holding an acceptable assessing qualification/CPD Training as detailed in *Appendix 2*

AND either:

- Providing an acceptable log of first aid assessments conducted within the last 3 years

Or

- Providing an acceptable record of competently assessing theoretical and practical first aid qualifications under the supervision of a suitably qualified assessor.

Internal Quality Assurance

Those involved in the internal quality assurance of these qualifications (IQAs) must have knowledge and competency in first aid as well as knowledge and competency in internal quality assurance. An acceptable portfolio must show:

i. Occupational knowledge and competence in first aid – evidenced by:

- Holding a first aid at work qualification/medical registration as detailed in *Appendix 1*

ii. Knowledge and competency in internal quality assurance – evidenced by:

- Holding an acceptable internal quality assurance qualification/CPD training as detailed in *Appendix 3*

Internal Quality Assurers must:

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

External Quality Assurance

Those involved in the external quality assurance of these qualifications (EQAs) must have knowledge and competency in first aid as well as knowledge and competency in external quality assurance. An acceptable portfolio must show:

i. Occupational knowledge and competence in first aid – evidenced by:

- Holding a first aid at work qualification/medical registration as detailed in *Appendix 1*

ii. Knowledge and competency in external quality assurance – evidenced by:

- Holding an acceptable external quality assurance qualification as detailed in *Appendix 4*

External Quality Assurers must:

- Have knowledge of the requirements of the qualification they are quality assuring at the time any assessment is taking place.
- Have knowledge and understanding of the role of Assessors and Internal Quality Assurers.

Assessment and Sources of Evidence

Assessment Centres

Assessment Centres will be responsible for maintaining up-to-date information on Trainers, Assessors and Internal Quality Assurers and for ensuring the currency of the competence of all those involved in the assessment and internal quality assurance process.

Simulation

Simulation is permitted – Each unit details what may be simulated.

Assessment

The assessment should determine a learner's ability to act safely, promptly and effectively when an emergency occurs at work and to deal with a casualty. All assessment criteria in the unit(s) must be assessed. Assessment may take place at any time during the delivery of the qualification and does not need to be done as a final assessment. It is however a requirement for the learner to be aware that assessment is taking place.

Standards of first aid practice

Skills and knowledge should be taught and assessed in accordance with currently accepted First Aid practice in the United Kingdom as laid down:

- By the Resuscitation Council (UK)

and

- In other publications; provided that they are supported by a responsible body of medical opinion.

Appendix 1

Occupational Knowledge and Competence in First Aid

All Trainers, Assessors, Internal Quality Assurers and External Quality Assurers must have occupational knowledge and competence in First Aid.

This may be evidenced by:

- Holding a qualification issued by an Ofqual/SQA Accreditation/Qualifications Wales/CCEA Regulation recognised Awarding Organisation/Body (or equivalent¹) as follows:

Qualification delivered:	Minimum qualification to be held by the Trainer/Assessor/IQA/EQA:²
First Aid at Work or Emergency First Aid at Work	First Aid at Work
Paediatric First Aid or Emergency Paediatric First Aid	Paediatric First Aid or First Aid at Work

Or

- Current registration as a Doctor with the General Medical Council (GMC)³

Or

- Current registration as a Nurse with the Nursing and Midwifery Council (NMC)⁴

Or

- Current registration as a Paramedic with the Health and Care Professions Council (HCPC)⁵

¹ If the Trainer/Assessor/IQA/EQA holds a non-regulated first aid qualification the Awarding Organisation/Body should undertake due diligence to ensure current occupational knowledge and competence.

² If the Trainer/Assessor/IQA/EQA holds a non-regulated first aid qualification the Awarding Organisation/Body should undertake due diligence to ensure current occupational knowledge and competence.

³ Registered healthcare professionals must act within their scope of practice and therefore have current expertise in First Aid to teach/assess the subject.

⁴ Registered healthcare professionals must act within their scope of practice and therefore have current expertise in First Aid to teach/assess the subject.

⁵ Registered healthcare professionals must act within their scope of practice and therefore have current expertise in First Aid to teach/assess the subject.

Appendix 2

Acceptable Training/Assessing Qualifications

This list is **not exhaustive** but provides a guide to acceptable training and/or assessing qualifications. Trainers who also assess learner competence must hold a qualification (or separate qualifications) to enable them to perform both functions.

Qualification	Train	Assess*
CURRENT QUALIFICATIONS (available for new Trainers/Assessors to undertake):	✓	✓
Level 3 Award in Education and Training	✓	✓
Level 4 Certificate in Education and Training	✓	✓
Level 5 Diploma in Education and Training	✓	✓
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)	✓	✓
Planning and Delivering Training sessions to Groups SCQF Level 6 (SQA Unit)	✓	✓
SCQF Level 6 Award in Planning and Delivering Learning Sessions to Groups (SQA Accredited)	✓	✓
L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited)	✓	
L&D Unit 7 Facilitate Individual Learning and Development 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		✓
Level 3 Award in Assessing Vocationally Related Achievement		✓

Qualification	Train	Assess*
Level 3 Award in Understanding the Principles and Practices of Assessment		✓
Level 3 Certificate in Assessing Vocational Achievement		✓
L&D Unit 9DI Assess Workplace Competence Using Direct and Indirect Methods SCQF Level 8 (SQA Accredited)		✓
L&D Unit 9D Assess Workplace Competence Using Direct Methods SCQF Level 7 (SQA Accredited)		✓
OTHER ACCEPTABLE QUALIFICATIONS:		
CTLLS/DTLLS	✓	✓
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 Assess Candidates Using a Range of Methods or D33 Assess Candidates Using Differing Sources of Evidence		✓
Conduct the Assessment Process SCQF Level 7 (SQA Unit)		✓

Qualification	Train	Assess*
A2 Assess Candidate Performance through Observation or D32 Assess Candidate Performance		✓
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement		✓

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

Appendix 3

Qualifications suitable for Internal Quality Assurance

This list is not exhaustive but provides a guide to acceptable IQA qualifications:

L&D Unit 11 Internally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 8 (SQA Accredited)

Level 4 Award in the Internal Quality Assurance of Assessment Processes and Practice

Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice

Conduct the Internal Verification Process SCQF Level 8 (SQA Unit)

Regulated Qualifications based on the Learning and Development NOS 11 Internally Monitor and Maintain the Quality of Assessment

V1 Conduct Internal Quality Assurance of the Assessment Process or D34 Internally Verify the Assessment Process

Internally Verify the Assessment Process SCQF Level 8 (SQA Unit)

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

Appendix 4

Qualifications suitable for External Quality Assurance

This list is not exhaustive but provides a guide to acceptable EQA qualifications:

L&D Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment SCQF Level 9 (SQA Accredited)

Regulated qualifications based on the Learning and Development NOS 12 Externally Monitor and Maintain the Quality of Assessment

Level 4 Award in the External Quality Assurance of Assessment Processes and Practice

Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice

Conduct External Verification of the Assessment Process SCQF Level 9 (SQA Unit)

V2 Conduct External Quality Assurance of the Assessment Process or D35 Externally Verify the Assessment Process

Externally Verify the Assessment Process SCQF Level 9 (SQA Unit)

It is understood that not all EQAs will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time Awarding Organisations/Bodies must ensure that EQAs are following the principles set out in the current Learning and Development NOS 12 *Externally monitor and maintain the quality of assessment.*

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