Pearson
Edexcel Level 3 Award in First Aid at Work (QCF)

Specification

NVQ/Competence-based qualification

First registration August 2014

Issue 2

PEARSON

Edexcel, BTEC and LCCI qualifications

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About Pearson

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This specification is Issue 2. Key changes are sidelined. We will inform centres of any changes to this issue. The latest issue can be found on our website: qualifications.pearson.com

Contents

Purpose of this specification

This specification sets out:

- the objectives of the qualification

- any other qualification(s) that a learner must have completed before taking the qualification

- any prior knowledge, skills or understanding which the learner is required to have before taking the qualification

- the combination of units that a learner must have completed before the qualification will be awarded and any pathways

- any other requirements that a learner must have satisfied before they will be assessed or before the qualification will be awarded

- the knowledge, skills and understanding that will be assessed as part of the qualification

- the method of any assessment and any associated requirements relating to it

- the criteria against which a learner's level of attainment will be measured (such as assessment criteria)

- assessment requirements and/or evidence requirements required as specified by the relevant Sector Skills Council/Standards Setting Body

- assessment requirements/strategy as published by the relevant Sector Skills Council/Standards Setting Body

- the Apprenticeship Framework(s) in which the qualification is included, where appropriate.

1 Introducing Pearson Edexcel NVQ/Competence-based qualifications

What are NVQ/Competence-based qualifications?

National Vocational Qualifications (NVQs) or Competence-based qualifications reflect the skills and knowledge needed to do a job effectively. They are work-based qualifications that give learners the opportunity to demonstrate their competence in the area of work or job role to which the qualification relates.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, allowing flexibility in their delivery to meet the individual learner's needs. The qualifications are based on the National Occupational Standards (NOS) for the sector, which define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles.

Most NVQ/Competence-based qualifications form the competence component of Apprenticeship Frameworks. They are suitable for those in employment or those who are studying at college and have a part-time job or access to a substantial work placement.

Most learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements/strategy for the sector. Colleges, training centres and/or employers can offer these qualifications provided they have access to appropriate physical and human resources.

There are three sizes of NVQ/Competence-based qualification in the QCF:

- Award (1 to 12 credits)

- Certificate (13 to 36 credits)

- Diploma (37 credits and above).

Every unit and qualification in the QCF has a credit value.

The credit value of a unit specifies the number of credits that will be awarded to a learner who has met the learning outcomes of the unit.

The credit value of a unit is based on:

- one credit for those learning outcomes achievable in 10 hours of learning

- learning time – defined as the time taken by learners at the level of the unit, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.

2   Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 Award in First Aid at Work (QCF)
QCF Qualification Number (QN)	601/1842/8
Qualification framework	Qualifications and Credit Framework (QCF)
Regulation start date	25/10/2013
Operational start date	01/08/2014
Approved age ranges	16-18 19+ Please note that sector-specific requirements or regulations may prevent learners of a particular age from embarking on this qualification. Please refer to the assessment requirements/strategy.
Credit value	3
Assessment	Portfolio of Evidence (internal assessment)
Guided learning hours	24
Grading information	The qualification and units are graded pass/fail.
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners can register for this qualification. However, it is necessary that learners are capable of physical activity. This does not preclude learners with disabilities. However, centres must follow the Pearson Access and Recruitment Policy (see *Section 9, Access and Recruitment*).
Funding	For details on funding availability, please check the Learning Aims Reference Service (LARS), which replaces the Learning Aim Reference Application (LARA).

QCF qualification number and qualification title

Centres will need to use the QCF Qualification Number (QN) when they seek public funding for their learners. As well as a QN, each unit within a qualification has a QCF unit reference number (URN).

The qualification title, unit titles and QN will appear on each learner's final certificate. Centres should tell learners this when recruiting them and registering them with Pearson. There is more information about certification in the *Edexcel Information Manual,* available on our website: www.edexcel.com

Qualification objectives

The Pearson Edexcel Level 3 Award in First Aid at Work (QCF) is designed to develop the first aid knowledge and skills of learners who are required to provide first aid to employees injured or taken ill at work in line with the Health and Safety (First Aid) Regulations 1981.

The qualification gives learners the opportunity to:

- demonstrate competence in first aid at work (treatment of adults only)
- have existing skills recognised
- achieve a nationally-recognised Level 3 qualification
- achieve a licence to practise
- develop their own personal growth and engagement in learning.

Relationship with previous qualifications

This qualification is a replacement for the Pearson EDI Level 3 Award in First Aid at Work (QCF). The two units in this qualification are the same as the two units in the predecessor qualification.

Progression opportunities through Pearson qualifications

Learners may wish to undergo further training to cover other health and safety issues in the workplace, for example:

- moving and handling
- health and safety in the workplace
- prevention and control of infection
- risk management.

Industry support and recognition

This qualification is supported by Skills for Health, the Sector Skills Council for the health sector.

Relationship with National Occupational Standards

This qualification is based on the National Occupational Standards (NOS) unit *Provide first aid to an individual needing emergency assistance*, which was set and designed by Skills for Health, the Sector Skills Council for the sector.

3 Qualification structure

Pearson Edexcel Level 3 Award in First Aid at Work (QCF)

The learner will need to meet the requirements outlined in the table below before the qualification can be awarded.

Number of credits that must be achieved	3
Number of credits that must be achieved at level 3 or above	2

Unit	Unit reference number	Mandatory units	Level	Credit	Guided learning hours
1	A/504/4517	Emergency First Aid in the Workplace	2	1	8
2	F/504/4518	Recognition and Management of Illness and Injury in the Workplace	3	2	16

4   Assessment

This qualification is assessed through an externally verified Portfolio of Evidence that consists of evidence gathered during the course of the learner's work.

To achieve a pass for the full qualification, the learner must achieve all the required units in the stated qualification structure. Each unit has specified learning outcomes and assessment criteria. To pass each unit the learner 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.

The learner must have an assessment record that identifies the assessment criteria that have been met, and it should be cross-referenced to the evidence provided. The assessment record should include details of the type of evidence and the date of assessment. The unit specification or suitable centre documentation can be used to form an assessment record.

It is important that the evidence provided to meet the assessment criteria of the unit and learning outcomes is:

Valid	relevant to the standards for which competence is claimed
Authentic	produced by the learner
Current	sufficiently recent to create confidence that the same skill, understanding or knowledge persist at the time of the claim
Reliable	indicates that the learner can consistently perform at this level
Sufficient	fully meets the requirements of the standards.

Learners can provide evidence of occupational competence from:

- **current practice** where evidence is generated from a current job role

- a **programme of development** where evidence comes from assessment opportunities built into a learning programme, whether at or away from the workplace. The evidence provided must meet the requirements of the Sector Skills Council's assessment requirements/strategy

- the **Recognition of Prior Learning (RPL)** where a learner can demonstrate that they can meet the assessment criteria within a unit through knowledge, understanding or skills they already possess without undertaking a course of development. They must submit sufficient, reliable, authentic and valid evidence for assessment. Evidence submitted based on RPL should provide confidence that the same level of skill/understanding/knowledge exists at the time of claim as existed at the time the evidence was produced. RPL is acceptable for accrediting a unit, several units, or a whole qualification

- further guidance is available in the policy document *Recognition of Prior Learning Policy*, available on the Edexcel website

- a **combination** of these.

Assessment requirements/strategy

The assessment requirements/strategy for this qualification has been included in *Annexe A*. It sets out the overarching assessment principles and the framework for assessing the qualification to ensure that it remains valid and reliable. It has been developed by Skills for Health in partnership with employers, training providers, awarding organisations and the regulatory authorities.

Types of evidence

To achieve a unit, the learner must gather evidence that shows that they have met the required standard specified in the assessment criteria as well as the requirements of the Skills for Health assessment requirements/strategy. In accordance with the assessment requirements/strategy, the evidence for this qualification can take a variety of forms as indicated below:

- outcomes from oral or written questioning (Q&A)

- personal statements and/or reflective accounts (RA)

- outcomes from simulation (S)

- professional discussion (PD)

- authentic statements/witness testimony (WT)

- expert witness testimony (EWT)

- evidence of Recognition of Prior Learning (RPL).

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

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. Evidence must be available to the assessor, internal verifier and Pearson standards verifier.

Any specific evidence requirements for individual units are stated in the unit introduction for the units in *Section 11*.

There is further guidance about assessment on our website. Please see *Section 12* for details.

Credit transfer

Credit transfer describes the process of using a credit or credits awarded in the context of a different qualification or awarded by a different awarding organisation towards the achievement requirements of another qualification. All awarding organisations recognise the credits awarded by all other awarding organisations that operate within the QCF.

If learners achieve credits with other awarding organisations, they do not need to retake any assessment for the same units. The centre must keep evidence of unit achievement.

Re-qualifying

All first-aid training certificates, whether FAW, EFAW or some other appropriate training, are valid for three years. Employers need to arrange retraining before certificates expire. The FAW requalification course lasts two days and should cover the same content as the initial FAW course. If the first-aider does not retrain or requalify before the expiry date on their current certificate they are no longer considered competent to act as a first-aider in the workplace. They can requalify at any time after the expiry date by undertaking the two-day requalification course.

However, it may be prudent to complete the three-day FAW course, especially where a considerable period – ie in excess of one month – has elapsed since the FAW certificate expired. It is for the employer to decide the most appropriate training course to requalify the first-aider. An EFAW requalification course should be of the same duration and content as the initial EFAW 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.

5 Centre resource requirements

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

General resource requirements

- Centres must have the appropriate physical resources to support both the delivery and assessment of the qualification. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment requirements/strategy for the sector, equipment, IT, learning materials, teaching rooms.

- Where permitted, RWE must offer the same conditions as the normal day-to-day working environment, with a similar range of demands, pressures and requirements for cost-effective working.

- Centres must meet any specific human and physical resource requirements outlined in the assessment requirements/strategy in *Annexe A*. Staff assessing learners must meet the occupational competence requirements within the overarching assessment requirements/strategy for the sector.

- There must be systems in place to ensure the continuing professional development for staff delivering the qualification.

- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery of the qualification.

- Centres must deliver the qualification in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 9, Access and recruitment* and *Section 10, Access to qualifications for learners with disabilities or specific needs*. For full details on the Equality Act 2010, please go to the Home Office website, www.gov.uk/government/organisations/home-office

Specific resource requirements

As well as the general requirements above, centres must meet the specific resource requirements listed 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)
- manikin wipes
- first aid kit – sling, gloves and medium bandage per learner
- high quality PowerPoint presentation.

Recommended:

- blankets
- resuscitation face shield or equivalent
- use of interactive learning materials
- learning resources are made available for learners.

Optional:

- flip chart
- dry wipe board.

Tutor/learner ratios

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

Suggested resources and websites

Providing the information is current, centres may choose to use other learning materials/resources.

Health and Safety Executive   www.hse.gov.uk

The following free publication is available from the HSE website:

- INDG347: *Basic Advice on First Aid at Work*

The UK Resuscitation Council   www.resus.org.uk

Barraclough N – *Emergency First Aid Made Easy: A Quick Reference Guide to Emergency First Aid Procedures* (Qualsafe Ltd, 2012) ISBN 9780955229411

Barraclough N – *First Aid Made Easy: A Comprehensive First Aid Manual and Reference Guide* (Qualsafe Ltd, 2012) ISBN 9780955229404

Barraclough N – *Paediatric First Aid Made Easy: An Easy to Understand First Aid Guide for Parents and People Who Work with Children* (Qualsafe Ltd, 2012) ISBN 9780955229428

First Aid Manual: The Authorised Manual of St. John Ambulance, St. Andrew's Ambulance Association, and the British Red Cross (Dorling Kindersley, 2006) ISBN 9781405315739

6 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson Edexcel accredited vocational qualifications need to apply for and be granted centre recognition and approval as part of the process for approval to offer individual qualifications.

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 Edexcel vocational qualifications is available at www.pearsonwbl.edexcel.com/qualifications-approval.

Approvals agreement

All centres are required to enter into an approval agreement, which is a formal commitment by the head or principal of a centre, to meet all the requirements of the specification and any associated codes, Conditions or regulations. Pearson will act to protect the integrity of the awarding of qualifications. If centres do not comply with the agreement, this could result in the suspension of certification or withdrawal of approval.

7 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres will internally assess NVQs/Competence-based qualifications using internal quality assurance procedures to ensure standardisation of assessment across all learners. Pearson uses external quality assurance procedures to check that all centres are working to national standards. It gives us the opportunity to identify and provide support, if needed, to safeguard certification. It also allows us to recognise and support good practice.

For the qualifications in this specification, the Pearson quality assurance model is as described below.

Centres offering Pearson Edexcel NVQs/Competence-based qualifications will usually receive two standards verification visits per year (a total of two days per year). The exact frequency and duration of standards verifier visits must reflect the centre's performance, taking account of the number:

- of assessment sites

- and throughput of learners

- and turnover of assessors

- and turnover of internal verifiers.

For centres offering a full Pearson BTEC Apprenticeship (i.e. all elements of the Apprenticeship are delivered with Pearson through registration of learners on a Pearson BTEC Apprenticeship framework) a single standards verifier will be allocated to verify all elements of the Pearson BTEC Apprenticeship programme. If a centre is also offering stand-alone NVQs/Competence-based qualifications in the same sector as a full Pearson BTEC Apprenticeship, the same standards verifier will be allocated.

In order for certification to be released, confirmation is required that the National Occupational Standards (NOS) for assessment, verification and for the specific occupational sector are being consistently met.

Centres are required to declare their commitment to ensuring quality and to providing appropriate opportunities for learners that lead to valid and accurate assessment outcomes.

For further details, please go to the *UK NVQ Quality Assurance Centre Handbook* and the *Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website, at www.pearsonwbl.edexcel.com/NVQ-competence-based.

8 Programme delivery

Centres are free to offer the qualifications using any mode of delivery (for example full time, part time, evening only) that meets learners' needs. However, the assessment strategy for the qualification states that 'substitution of any of the minimum required face-to-face teaching time with e-learning, blended learning or any other form of distance learning is not permitted'. Centres must make sure that learners have access to the resources identified in the specification and to the sector specialists delivering and assessing the units. Centres must have due regard to Pearson's policies that may apply to different modes of delivery.

Those planning the programme should aim to address the occupational nature of the qualification by:

- engaging with learners, initially, through planned induction, and subsequently through the involvement of learners in planning for assessment opportunities

- using naturally occurring workplace activities and products to present evidence for assessment against the requirements of the qualification

- developing a holistic approach to assessment by matching evidence to different assessment criteria, learning outcomes and units, as appropriate, thereby reducing the assessment burden on learners and assessors

- taking advantage of suitable digital methods to capture evidence.

9 Access and recruitment

Pearson's policy regarding access to its qualifications is that:

- they should be available to everyone who is capable of reaching the required standards

- they should be free from any barriers that restrict access and progression

- there should be equal opportunities for all wishing to access the qualifications.

Centres must ensure that their learner recruitment process is conducted with integrity. This includes ensuring that applicants have appropriate information and advice about the qualification to ensure that it will meet their needs.

Centres should review applicants' prior qualifications and/or experience, considering whether this profile shows that they have the potential to achieve the qualification.

For learners with disabilities and specific needs, this review will need to take account of the support available to them during the delivery and assessment of the qualification. The review must take account of the information and guidance in *Section 10, Access to qualifications for learners with disabilities or specific needs*.

10 Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's Equality Policy requires that all learners should have equal opportunity to access our qualifications and assessments and that our qualifications are awarded in a way that is fair to 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 undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve from undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Learners taking a qualification can be assessed in British sign language or Irish sign language where it is permitted for the purpose of reasonable adjustments.

Further information regarding Access Arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*. Further details on how to make adjustments for learners with protected characteristics are given in the *Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*.

These documents are available on our website, at www.edexcel.com/Policies

11 Unit format

Each unit has the following sections.

Unit title

The unit title is on the QCF and this form of words will appear on the learner's Notification of Performance (NOP).

Unit reference number

Each unit is assigned a unit reference number that appears with the unit title on the Register of Regulated Qualifications.

QCF level

All units and qualifications within the QCF have a level assigned to them. There are nine levels of achievement, from Entry to level 8. The QCF Level Descriptors inform the allocation of the level.

Credit value

All units have a credit value. When a learner achieves a unit, they gain the specified number of credits. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided learning hours

Guided learning hours are the times when a tutor, trainer or facilitator is present to give specific guidance towards the learning aim for a programme. This definition includes workplace guidance to support the development of practical job-related skills, tutorials and supervised study in, for example, open learning centres and learning workshops. It also includes the time spent by staff assessing learners' achievements, for example in the assessment of competence for NVQs/Competence qualifications.

Unit aim

This gives a summary of what the unit aims to do.

Unit assessment requirements/evidence requirements

The SSC/B set the assessment/evidence requirements. Learners must provide evidence according to each of the requirements stated in this section.

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 required by the learner to achieve the learning outcome.

Unit 1: Emergency First Aid in the Workplace

Unit reference number: A/504/4517

QCF level: 2

Credit value: 1

Guided learning hours: 8

Unit aim

This unit requires learners to demonstrate competence in administering emergency first aid including: safe management of an incident until the emergency services arrive; performing cardiopulmonary resuscitation; responding to the needs of casualties who may be unconscious, suffering breathing difficulties or exhibiting severe bleeding; managing a range of minor injuries; and keeping records in relation to incidents attended.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Health *Assessment Principles for First Aid Qualifications* (see *Annexe A*).

Simulation is allowed for this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Understand the role and responsibilities of a first aider	1.1	Identify the role and responsibilities of a first aider			
		1.2	Describe how to minimise the risk of infection to self and others			
		1.3	Identify the need for establishing consent to provide first aid			
		1.4	Complete an accident report form			
		1.5	Identify the first aid equipment that should be available in a workplace			
		1.6	Describe the safe use of first aid equipment			
2	Be able to assess an incident	2.1	Conduct a scene survey			
		2.2	Conduct a primary survey of a casualty			
		2.3	Give examples of when to call for help			
3	Be able to manage an unresponsive casualty who is breathing normally	3.1	Assess a casualty's level of consciousness			
		3.2	Open a casualty's airway and check breathing			
		3.3	Explain why it is important to place an unconscious casualty into the recovery position			
		3.4	Place an unresponsive casualty in the recovery position			
		3.5	Manage a casualty who is in seizure			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to manage an unresponsive casualty who is not breathing normally	4.1	Recognise the need to commence Cardio Pulmonary Resuscitation			
		4.2	Demonstrate Cardio Pulmonary Resuscitation using a manikin			
5	Be able to recognise and assist a casualty who is choking	5.1	Describe how to identify a casualty with a: • partially blocked airway • completely blocked airway			
		5.2	Administer first aid to a casualty who is choking			
6	Be able to manage a casualty with external bleeding	6.1	Identify the types of external bleeding			
		6.2	Control external bleeding			
7	Be able to manage a casualty who is in shock	7.1	Recognise shock			
		7.2	Administer first aid to a casualty who is in shock			
8	Be able to manage a casualty with a minor injury	8.1	Administer first aid to a casualty with small cuts, grazes and bruises			
		8.2	Administer first aid to a casualty with minor burns and scalds			
		8.3	Administer first aid to a casualty with small splinters			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

Unit 2: Recognition and Management of Illness and Injury in the Workplace

Unit reference number: F/504/4518

QCF level: 3

Credit value: 2

Guided learning hours: 16

Unit aim

This unit requires learners to demonstrate competence in conducting a secondary survey, and in 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 illnesses.

Unit assessment requirements/evidence requirements

This unit must be assessed in accordance with the Skills for Health *Assessment Principles for First Aid Qualifications* (see *Annexe A*).

Simulation is allowed for this unit.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to conduct a secondary survey	1.1	Identify the information to be collected when gathering a casualty history			
		1.2	Conduct a head to toe survey			
2	Be able to administer first aid to a casualty with injuries to bones, muscles and joints	2.1	Recognise suspected: • fractures • dislocations • sprains and strains			
		2.2	Administer first aid for: • fractures • dislocations • sprains and strains			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to administer first aid to a casualty with suspected head and spinal injuries	3.1	Recognise suspected: • concussion • skull fracture • cerebral compression • spinal injury			
		3.2	Administer first aid for suspected: • concussion • skull fracture • cerebral compression • spinal injury			
4	Be able to administer first aid to a casualty with suspected chest injuries	4.1	Recognise the different types of chest injury			
		4.2	Administer first aid for a chest injury			
5	Be able to administer first aid to a casualty with burns and scalds	5.1	Recognise the factors that affect the severity of burns and scalds			
		5.2	Administer first aid for burns involving: • dry heat • wet heat • electricity • chemicals			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
6	Be able to administer first aid to a casualty with an eye injury	6.1	Give examples of common eye injuries			
		6.2	Administer first aid for eye injuries involving: • dust • chemicals • embedded objects			
7	Be able to administer first aid to a casualty with sudden poisoning	7.1	Identify the routes that poisons can take to enter the body.			
		7.2	Administer immediate first aid to a casualty affected by sudden poisoning			
		7.3	Identify sources of information for treating those affected by sudden poisoning			
8	Be able to administer first aid to a casualty with anaphylaxis	8.1	Identify common triggers for anaphylaxis			
		8.2	Recognise anaphylaxis			
		8.3	Administer immediate first aid for a casualty suffering from anaphylaxis			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
9	Be able to provide first aid to a casualty with suspected major illness	9.1	Recognise major illnesses including: • heart attack • stroke • epilepsy • asthma • diabetes			
		9.2	Administer first aid to a casualty suffering from major illnesses including: • heart attack • stroke • epilepsy • asthma • diabetes			

Learner name: _____   Date: _____

Learner signature: _____   Date: _____

Assessor signature: _____   Date: _____

Internal verifier signature: _____   Date: _____
(*if sampled*)

12 Further information and useful publications

To get in touch with us visit our 'Contact us' pages:

- Pearson Edexcel: **www.edexcel.com/contactus**

- Pearson BTEC: **www.btec.co.uk/contactus**

- Pearson Work Based Learning: **www.pearsonwbl.com/contactus**

- Books, software and online resources for UK schools and colleges:
  www.pearsonschools.co.uk/contactus

Other sources of information and publications available on our website include:

- *Pearson Equality Policy*

- *Pearson Work Based Learning Centre Guide*

- *Edexcel UK Information Manual – Chapter 9* (updated annually)

- *Recognition of Prior Learning Policy.*

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications is available on our website, at www.pearsonwbl.edexcel.com/NVQ-competence-based.

Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to www.edexcel.com/resources/publications.

13 Professional development and training

Pearson supports UK and international customers with training related to our qualifications. This support is available through a choice of training options and sector events, or through customised training at your centre.

The support we offer focuses on a range of issues, including:

- planning for the delivery of a new programme

- planning for assessment

- building your team and teamwork skills

- developing learner-centred learning and teaching approaches

- building Functional Skills into your programme

- building in effective and efficient quality assurance systems.

For more information on training options and upcoming events, please visit our website, www.pearsonwbl.edexcel.com//training-events. You can request customised training by completing the enquiry form on our website and we will contact you to discuss your training needs.

Support services

Face-to-face support: our team of Regional Quality Managers, based around the country, are responsible for providing quality assurance support and guidance to anyone managing and delivering NVQs/Competence-based qualifications. The Regional Quality Managers can support you at all stages of the standard verification process as well as in finding resolutions of actions and recommendations as required. A UK map showing the Regional Quality Managers' contact details can be found at www.btec.co.uk/support.

Online support: find the answers to your questions by browsing over 100 FAQs on our website or by submitting a query using our Work Based Learning Ask the Expert Service. You can search the database of commonly asked questions relating to all aspects of our qualifications in the work-based learning market. If you are unable to find the information you need, send us your query and our qualification or administrative experts will get back to you. The Ask the Expert service is available at www.pearsonwbl.edexcel.com/Our-support.

Online forum

Pearson Work Based Learning Communities is an online forum where employers, further education colleges and workplace training providers are able to seek advice and clarification about any aspect of our qualifications and services, as well as share knowledge and information with others. The forums are sector specific and cover Business Administration, Customer Service, Health and Social Care, Hospitality and Catering and Retail. The online forum is available at www.pearsonwbl.edexcel.com/Our-support.

14 Contact us

We have a dedicated Account Support team, based throughout the UK, to give you more personalised support and advice. To contact your Account Specialist you can use any of the following methods:

Email: wblcustomerservices@pearson.com
Telephone: 0844 576 0045

If you are new to Pearson and would like to become an approved centre, please contact us at:

Email: wbl@pearson.com
Telephone: 0844 576 0045

Complaints and feedback

We are working hard to provide you with excellent service. However, if any element of our service falls below your expectations, we want to understand why, so that we can prevent it from happening again. We will do all that we can to put things right.

If you would like to register a complaint with us, please email wblcomplaints@pearson.com.

We will formally acknowledge your complaint within two working days of receipt and provide a full response within seven working days.

Annexe A: Assessment requirements/strategy

Assessment Principles for First Aid Qualifications
October 2013 v4

Publication of these Assessment Principles

Skills for Health is the guardian of the assessment principles and the document will be published on the SfH website. These will be updated from time to time based on best practice requirements.

Introduction

These Assessment Principles have been produced by Awarding Organisations/Bodies in cooperation with the Health and Safety Executive (HSE) and Qualification Regulators and are supported by Skills for Health. It relates to the assessment of First Aid Qualifications including but not limited to:

- **First Aid at Work (FAW)**

- **Emergency First Aid at Work (EFAW)**

- **Activity First Aid**

- **Cardio Pulmonary Resuscitation and Automated External Defibrillation**

- **Medical Gases**

- **Paediatric First Aid***

- **Emergency Paediatric First Aid***

*These assessment principles can be seen as a best practice guide for paediatric first aid, in addition to Skills for Care and Development Assessment Principles.

It 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.

These principles must be applied in addition to the generic criteria and regulations that Ofqual/SQA/Welsh Government recognised Awarding Organisations/Bodies must meet for the delivery of regulated/accredited qualifications.

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/medical qualification 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/medical qualification 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 A*ppendix 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 (IQA's) 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/medical qualification as detailed in Appendix 1

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

- Holding a qualification/completing 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 (EQA's) must have knowledge and competency in first aid as well as knowledge and competency in external quality assurance. An acceptable portfolio should show:

i   Occupational knowledge and competence in first aid — evidenced by:

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

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

- Holding a qualification 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 learning outcomes in the unit(s) must be achieved. 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.

NOTE: If undertaking the First Aid at Work qualification Unit 2 Recognition and Management of Illness and Injury in the Workplace must be completed within 10 weeks of achievement of Unit 1 Emergency First Aid in the Workplace.

Standards of first aid practice

Skills and knowledge must 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.

E-learning

For the qualifications EFAW and FAW, substitution of any of the minimum required face-to-face teaching time with e-learning, blended learning or any other form of distance learning is not permitted.

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 current First Aid at Work Certificate (issued by an Ofqual/SQA/Welsh Government 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 the awarding organisation/body with comprehensive mapping which evidences that all assessment criteria of the FAW qualification have been achieved within the past 3 years.

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 student competence must hold a qualification (or separate qualifications) to enable them to perform both functions.

Qualification	Train[1]	Assess[2]
Cert Ed/PGCE/B Ed/M Ed	✓	✓
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	✓	✓
S/NVQ level 3 in training and development	✓	✓
S/NVQ level 4 in training and development	✓	✓
TQFE (Teaching Qualification for Further Education)	✓	✓
English National Board 998	✓	✓
Nursing mentorship qualifications	✓	✓
NOCN Tutor Assessor Award	✓	✓
Level 3 Award in Education and Training (QCF)	✓	✓
Level 4 Certificate in Education and Training (QCF)	✓	✓
Level 5 Diploma in Education and Training (QCF)	✓	✓
PTLLS (6 credits)	✓	
Accredited Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development	✓	
Training Group A22, B22, C21, C23, C24	✓	
SQA Accredited Planning and Delivering Learning Sessions to Groups	✓	
A1 (D32/33) – Assess candidates using a range of methods		✓
A2 (D32) – Assess candidates' performance through observation		✓
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement		✓
SQA Accredited Learning and Development Unit 9DI – Assess workplace competences using direct and indirect methods – replacing Units A1 and D32/33		✓
SQA Accredited Learning and Development Unit 9D — Assess workplace competence using direct methods – replacing Units A2 and D32		✓
SQA Carryout the Assessment Process		✓
Level 3 Award in Assessing Competence in the Work Environment (QCF)		✓
Level 3 Award in Assessing Vocationally Related Achievement (QCF)		✓
Level 3 Award in Understanding the Principles and Practices of Assessment (QCF)		✓
Level 3 Certificate in Assessing Vocational Achievement (QCF)		✓
First Aid at Work Trainer course[3]	✓[3]	
First Aid at Work Assessor course[4]		✓[4]

1. Trainers who do not have a formal teaching/training qualification but have **considerable** evidence of successfully delivering first aid training within the last 3 years may be considered. A regulated teaching/training qualification will however be required from **1st October 2015**.
2. **Assessors who do not hold a formal assessing qualification may alternatively attend *First Aid Assessor CPD Training* with an Awarding Organisation**.
3. As this is not a regulated qualification, trainers will be required to achieve a formal (regulated) teaching/training qualification by **1st October 2015**.
4. As this is not a regulated qualification, assessors will be required to achieve a formal (regulated) assessing qualification or attend *First Aid Assessor CPD Training* with an Awarding Organisation by **1st October 2015**.

Appendix 3

Qualifications suitable for Internal Quality Assurance

This list is not exhaustive but provides a guide to acceptable IQA 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)
Level 4 Certificate in Leading the Internal Quality Assurance of Assessment Processes and Practice (QCF)
V1 or D34
SQA Internally Verify the Assessment Process

NOTE:

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

It is understood that not all IQA's will hold formal IQA qualifications or have attended CPD Training initially, though one of the above should have been achieved by **1st October 2015.** During this time Awarding Organisations and Centres must ensure that IQA's are following the principles set out in the current Learning and Development NOS 11 *Internally monitor and maintain the quality of assessment.*

Appendix 4

Qualifications suitable for External Quality Assurance

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

SQA Accredited Learning and Development Unit 12 Externally Monitor and Maintain the Quality of Workplace Assessment
QCF 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 (QCF)
Level 4 Certificate in Leading the External Quality Assurance of Assessment Processes and Practice (QCF
V2 or D35
SQA Externally Verify the Assessment Process

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

Annexe B: Personal, Learning and Thinking Skills (PLTS) Mapping

PLTS		Units	1 L2	2 L3
Independent Enquirers				
1	identify questions to answer and problems to resolve		•	•
2	plan and carry out research, appreciating the consequences of decisions			
3	explore issues, events or problems from different perspectives			
4	analyse and evaluate information, judging its relevance and value			•
5	consider the influence of circumstances, beliefs and feelings on decisions and events			
6	support conclusions, using reasoned arguments and evidence			•
Creative Thinkers				
1	generate ideas and explore possibilities			
2	ask questions to extend their thinking			
3	connect their own and others' ideas and experiences in inventive ways			
4	question their own and others' assumptions			
5	try out alternatives or new solutions and follow ideas through			
6	adapt ideas as circumstances change			
Reflective Learners				
1	assess themselves and others, identifying opportunities and achievements			
2	set goals with success criteria for their development and work			
3	review progress, acting on the outcomes			
4	invite feedback and deal positively with praise, setbacks and criticism			
5	evaluate experiences and learning to inform future progress			
6	communicate their learning in relevant ways for different audiences			
Team Workers				
1	collaborate with others to work towards common goals			
2	reach agreements, managing discussions to achieve results			
3	adapt behaviour to suit different roles and situations, including leadership roles			
4	show fairness and consideration to others			
5	take responsibility, showing confidence in themselves and their contribution		•	•
6	provide constructive support and feedback to others			
Self-Managers				
1	seek out challenges or new responsibilities and show flexibility when priorities change			
2	work towards goals, showing initiative, commitment and perseverance			
3	organise time and resources, prioritising actions			
4	anticipate, take and manage risks		•	•
5	deal with competing pressures, including personal and work-related demands			
6	respond positively to change, seeking advice and support when needed			
7	manage their emotions, and build and maintain relationships			
Effective Participators				
1	discuss issues of concern, seeking resolution where needed			
2	present a persuasive case for action			
3	propose practical ways forward, breaking these down into manageable steps			
4	identify improvements that would benefit others as well as themselves			
5	try to influence others, negotiating and balancing diverse views to reach workable solutions			
6	act as an advocate for views and beliefs that may differ from their own			