

Pearson Edexcel Level 3 Award in Emergency First Aid at Work

Pearson Edexcel Level 3 Award in First Aid at Work

Specification

NVQs/Competence-based qualifications

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Issue 2

Edexcel, BTEC and LCCI qualifications

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Summary of specification Pearson Edexcel Level 3 Award in Emergency First Aid at Work/Pearson Edexcel Level 3 Award in First Aid at Work

Issue 2 changes

Summary of changes	Page number
The credit value of the qualification Pearson Edexcel Level 3 Award in First Aid at Work has changed from 3 to 2	4
The credit value of unit <i>Recognition and Management of Illness and Injury in the Workplace</i> has changed from 2 to 1	32
<i>Essential information for assessment</i> has been added for each unit	31/39

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1 Introducing Edexcel NVQs/Competence-based qualifications

What are NVQs/Competence-based qualifications?

National Vocational Qualifications (NVQs)/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.

NVQs/Competence-based qualifications are based on recognised occupational standards for the appropriate sector. Occupational standards define what employees, or potential employees, must be able to do and know, and how well they should undertake work tasks and work roles. These standards are written in broad terms to enable employers and providers to apply them to a wide range of related occupational areas.

NVQs/Competence-based qualifications are outcomes-based with no fixed learning programme, therefore allowing flexible delivery to meet the individual learner's needs. At Level 2 and above, these qualifications are recognised as approved training and development courses for employees that have been in the workplace for some time or as a way of inducting, training and developing new entrants into the workplace. Qualifications at Level 1 can be used in Traineeships, which enables progression to entry level employment or to Apprenticeship programmes.

Learners will work towards their qualification in the workplace or in settings that replicate the working environment as specified in the assessment requirements. Colleges, training centres and/or employers can offer these qualifications as long as they have access to appropriate physical and human resources and have the necessary quality assurance systems in place.

Sizes of NVQs/Competence-based qualifications

For all regulated qualifications, we specify a total number of hours that learners are expected to undertake in order to complete and show achievement for the qualification – this is the Total Qualification Time (TQT). The TQT value indicates the size of a qualification.

Within the TQT, we identify the number of Guided Learning Hours (GLH) that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

As well as guided learning, there may be other required learning that is directed by tutors or assessors. This includes, for example, private study, preparation for assessment and undertaking assessment when not under supervision, such as preparatory reading, revision and independent research.

As well as TQT and GLH, qualifications can also have a credit value – equal to one tenth of TQT, rounded to the nearest whole number.

TQT and credit values are assigned after consultation with employers and training providers delivering the qualifications.

NVQs/Competence-based qualifications are generally available in the following sizes:

- Award – a qualification with a TQT value of 120 or less (equivalent to a range of 1–12 credits)
- Certificate – a qualification with a TQT value in the range of 121–369 (equivalent to a range of 13–36 credits)
- Diploma – a qualification with a TQT value of 370 or more (equivalent to 37 credits and above).

2 Qualification summary and key information

Qualification title	Pearson Edexcel Level 3 Award in Emergency First Aid at Work
Qualification Number (QN)	603/2460/0
Regulation start date	29/09/2017
Operational start date	01/10/2017
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 in <i>Section 8 Assessment</i> .
Total Qualification Time (TQT)	7 hours.
Guided Learning Hours (GLH)	6.
Credit value	1.
Assessment	Portfolio of evidence (internal assessment).
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, centres must follow the Pearson Access and Recruitment policy (see Section 7 Access and recruitment).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Qualification title	Pearson Edexcel Level 3 Award in First Aid at Work
Qualification Number (QN)	603/2449/1
Regulation start date	29/09/2017
Operational start date	01/10/2017
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 in <i>Section 8 Assessment</i> .
Total Qualification Time (TQT)	22 hours.
Guided Learning Hours (GLH)	18.
Credit value	2.
Assessment	Portfolio of evidence (internal assessment).
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, centres must follow the Pearson Access and Recruitment policy (see Section 7 Access and recruitment).
Funding	Qualifications eligible and funded for post-16-year-olds can be found on the funding Hub. The Skills Funding Agency also publishes a funding catalogue that lists the qualifications available for 19+ funding.

Centres will need to use the Qualification Number (QN) when they seek public funding for their learners. 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 our *UK Information Manual*, available on our website, qualifications.pearson.com

3 Qualification purpose

Qualifications objectives

The Pearson Edexcel Level 3 Award in Emergency First Aid at Work and Pearson Edexcel 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 providing first aid to casualties who are unresponsive, choking, suffering external bleeding, in shock, or with minor injuries such as small cuts, grazes and minor burns.

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, including head and spinal injuries, chest injuries, burns and scalds, eye injuries, sudden poisoning, anaphylaxis and medical emergencies such as heart attack, stroke and epileptic seizure.

The qualifications give learners the opportunity to:

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

Relationship with previous qualifications

These qualifications are a direct replacement for the Pearson Edexcel Level 2 Award in Emergency First Aid at Work (QCF) and the Pearson Edexcel Level 3 Award in First Aid at Work (QCF), which have expired.

Progression opportunities

Learners who achieve the Pearson Edexcel Level 3 Award in Emergency First Aid at Work can progress to the Pearson Edexcel Level 3 Award in First Aid at Work qualification. Learners who achieve the Pearson Edexcel 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:

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

Industry support and recognition

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

Relationship with Occupational Standards

These qualifications are based on 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).

Re-qualifying

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.

4 Qualification structure

Pearson Edexcel Level 3 Award in Emergency First Aid at Work

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	1
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Unit number	Mandatory unit	Level	Credit	Guided learning hours
1	Emergency First Aid in the Workplace	3	1	6

Pearson Edexcel Level 3 Award in First Aid at Work

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	2
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Unit number	Mandatory unit	Level	Credit	Guided learning hours
1	Emergency First Aid in the Workplace	3	1	6
2	Recognition and Management of Illness and Injury in the Workplace	3	1	12

5 Programme delivery

Centres are free to offer these qualifications using any mode of delivery (for example full-time, part-time, evening only, distance learning) that meets learners' needs. Learners must be in employment or working with a training provider on a programme so that they can develop and demonstrate the occupational competence required.

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. Our policy on *Collaborative arrangements for the delivery of vocational qualifications* is available on our website.

There are various approaches to delivering a successful competence-based qualification. The section below outlines elements of good practice that centres can adopt in relation to learner recruitment, preparation and support, training and assessment delivery, and employer engagement.

Elements of good practice

Learner recruitment, preparation and support

Good practice in relation to learner recruitment, preparation and support includes:

- providing initial advice and guidance, including work tasters, to potential learners to give them an insight into the relevant industry and the learning programme
- using a range of appropriate and rigorous selection methods to ensure that learners are matched to the programme best suited to their needs
- carrying out a thorough induction for learners to ensure that they completely understand the programme and what is expected of them. The induction should include, for example, the requirements of the programme, an initial assessment of current competency levels, assessment of individual learning styles, identification of training needs, an individual learning plan, details of training delivery and the assessment process. It is good practice to involve employers in the induction process. This helps them to understand what will be taking place during the programme and enables them to start building a relationship with the centre to support the effective delivery of the programme
- keeping in regular contact with the learner to keep them engaged and motivated, and ensuring that there are open lines of communication between the learner, the assessor, the employer and teaching staff.

Training and assessment delivery

Good practice in relation to training and assessment delivery includes:

- offering flexible delivery and assessment to meet the needs of the employer and learner, through the use of a range of approaches, for example virtual learning environments (VLEs), online lectures, video, printable online resources, virtual visits, webcams for distance training, e-portfolios
- planning opportunities for the development and practising of skills on the job. On-the-job training presents an excellent opportunity to develop the learner's routine expertise, resourcefulness, craftspersonship and business-like attitude. It is therefore important that there is intentional structuring of practice and guidance to supplement the learning and development provided through engagement in everyday work activities. Learners need to have structured time to learn and practise their skills separate from their everyday work activities. Teaching and learning methods, such as coaching, mentoring, shadowing, reflective practice, collaboration and consultation, could be used in this structured on-the-job learning
- developing an 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. It is good practice to draw up an assessment plan that aligns the units with the learning process and the acquisition of knowledge and skills, and which indicates how and when the units will be assessed
- discussing and agreeing with the learner and employer suitable times, dates and work areas where assessment will take place. Learners and employers should be given regular and relevant feedback on performance and progress.

Employer engagement

Good practice in relation to employer engagement includes:

- communicating with employers at the start of the programme to understand their business context and requirements so that the programme can be tailored to meet their needs
- working with employers to ensure that learners are allocated a mentor in the workplace to assist them in the day-to-day working environment and to act as a contact for the assessor/tutor
- helping employers to better understand their role in the delivery of the programme. It is important that employers understand that sufficient and relevant work must be given to learners in order to provide a culture of learning and to ensure that they are given every opportunity to participate in aspects of continuous professional development (CPD).

6 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 delivery and assessment of the qualifications. For example, a workplace in line with industry standards, or a Realistic Working Environment (RWE), where permitted, as specified in the assessment strategy for the sector, equipment, IT, learning materials, teaching rooms.
- Where RWE is permitted, it 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 strategy. Trainers and assessors involved in the delivery of these qualifications must have knowledge and competency in first aid as well as knowledge and competency to train and assess based on qualifications and experience. The occupational, training and assessing competency requirements for trainers and assessors are detailed in the *Assessment Principles for Regulated First Aid Qualifications December 2016* in Annexe A.
- Centres must have appropriate health and safety policies, procedures and practices in place for the delivery and assessment of the qualifications.
- Centres must have in place robust internal verification systems and procedures to ensure the quality and authenticity of learners' work as well as the accuracy and consistency of assessment decisions between assessors operating at the centre. 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. The occupational and quality assurance competency requirements for internal verifiers are detailed in the *Assessment Principles for Regulated First Aid Qualifications December 2016* in Annexe A. For information on the requirements for implementing assessment processes in centres, please refer to the *NVQ Quality Assurance Centre Handbook* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website.
- Centres must deliver the qualifications in accordance with current equality legislation. For further details on Pearson's commitment to the Equality Act 2010, please see *Section 7 Access and recruitment*. For full details on the Equality Act 2010, visit www.legislation.gov.uk

Specific resource requirements

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)
- 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

The following resources and learning materials are recommended for the delivery of these qualifications:

Textbooks

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

St John Ambulance, St Andrew's First Aid, British Red Cross – *First Aid Manual* revised 10th edition (Dorling Kindersley, 2016) ISBN 9780241241233

Websites

www.hse.gov.uk – Health and Safety Executive website provides advice on first aid at work

- www.resus.org.uk – the UK Resuscitation Council website promotes guidelines for resuscitation procedures

The following free publication is available from the HSE website:

- Basic Advice on First Aid at Work

7 Access and recruitment

Our policy on access to our qualifications is that:

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

Prior knowledge, skills and understanding

No prior knowledge, understanding, skills or qualifications are required for learners to register for this qualification.

Access to qualifications for learners with disabilities or specific needs

Equality and fairness are central to our work. Pearson's *Equality 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 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.

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 qualification. Please see the information regarding reasonable adjustments and special consideration in *Section 8 Assessment*.

8 Assessment

To achieve a pass for these qualifications, the learner must achieve all the units required in the stated qualification structure.

Language of assessment

Assessments for the units in these qualifications are in English only.

A learner taking the qualifications may be assessed in British or Irish Sign Language where it is permitted for the purpose of reasonable adjustment.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational qualifications*. The document is 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 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. 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.

It is important that the evidence provided to meet the assessment criteria for 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. The evidence provided must meet the assessment requirements for the qualification
- the **Recognition of Prior Learning (RPL)** – where a learner can demonstrate that they can meet a unit's assessment criteria 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 that is based on RPL should give the centre confidence that the same level of skill, understanding and 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 our policy document *Recognition of Prior Learning Policy and Process*, available on our website.

- a combination of these.

Assessment requirements

The assessment strategy for the qualifications is included in Annexe A. It sets out the overarching assessment principles and the framework for assessing the units to ensure that the qualifications remain 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, Pearson's quality assurance arrangements (please see *Section 10 Quality assurance of centres*) and the requirements of the assessment strategy given in *Annexe A*.

In line with the assessment strategy, 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)
- expert witness testimony (EWT)
- evidence of Recognition of Prior Learning (RPL).

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 *Assessment* section of the unit.

Further guidance on the requirements for centre quality assurance and internal verification processes is available on our website. Please see *Section 12 Further information and useful publications* for details.

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 learner's 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 Skills for Health Assessment Principles for Regulated First Aid Qualifications. Any specific assessment requirements are stated in the *Unit assessment requirements* section of each unit in *Section 11 Unit format*.

Appeals

Centres must have a policy for dealing with appeals from learners. Appeals may relate to incorrect assessment decisions or unfairly conducted assessment. 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 our *Enquiries and Appeals about Pearson vocational qualifications policy*, available on our website.

Dealing with malpractice

Malpractice means 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 actions (or attempted actions) of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where incidents (or attempted incidents) of malpractice have been proven.

Malpractice may arise or be suspected in relation to any unit or type of assessment within the 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.

Internal assessment

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment 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 that a centre is failing to conduct internal assessment according to our policies. The above document gives more information and examples, and details the penalties and 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 Pearson examinations. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc) to the Investigations Team at pqsmalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed 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.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations Team of any incident of suspected malpractice by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations Team by submitting a JCQ M2(a) 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.

Incidents of maladministration (accidental errors in the delivery of Pearson qualifications that may affect the assessment of learners) should also be reported to the Investigations Team using the same method.

Heads of centres/principals/chief executive officers or their nominees are required to inform learners and centre staff suspected of malpractice of their responsibilities and rights, please see *6.15 of JCQ Suspected Malpractice in Examinations and Assessments Policies and Procedures*.

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.

We reserve the right to withhold 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 or penalties.

Where learner malpractice is evidenced, penalties may be imposed such as:

- mark reduction for affected external 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:

- working with you to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on your certificates
- placing temporary blocks 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 centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centres (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 our *Enquiries and Appeals policy*, on our website. In the initial stage of any aspect of malpractice, please notify the Investigations Team (via pqsmalpractice@pearson.com) who will inform you of the next steps.

Reasonable adjustments to assessment

Centres are able to make adjustments to assessments to take account of the needs of individual learners in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. In most instances, adjustments can be achieved by following the guidance; for example allowing the use of assistive technology or adjusting the format of the evidence. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Adjustments for candidates with disabilities and learning difficulties, Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational qualifications*.

Both documents are on our website.

Special consideration

Centres must operate special consideration in line with the guidance given in the document *Pearson Supplementary Guidance for Reasonable Adjustment and Special Consideration in Vocational Internally Assessed Units*. Special consideration may not be applicable in instances where:

- assessment requires the demonstration of practical competence
- criteria have to be met fully
- units/qualifications confer licence to practice.

Centres cannot apply their own special consideration; applications for special consideration must be made to Pearson and can be made only on a case-by-case basis. A separate application must be made for each learner and certification claims must not be made until the outcome of the application has been received.

Further information on special consideration can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration, General and Vocational qualifications*.

Both of the documents mentioned above are on our website.

9 Centre recognition and approval

Centre recognition

Centres that have not previously offered Pearson competence-based 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 vocational qualifications is available on our website.

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.

10 Quality assurance of centres

Quality assurance is at the heart of vocational qualifications. Centres are required to declare their commitment to ensuring quality and to giving learners appropriate opportunities that lead to valid and accurate assessment outcomes.

Centres must follow quality assurance requirements for standardisation of assessors and internal verifiers and the monitoring and recording of assessment processes. 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 to safeguard certification and quality standards. It also allows us to recognise and support good practice.

Centres offering 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 will reflect the centre's performance, taking account of the:

- number of assessment sites
- number and throughput of learners
- number and turnover of assessors
- number and turnover of internal verifiers.

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

For further details, please go to the *NVQ Quality Assurance Centre Handbook* and the *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* on our website.

11 Unit format

Each unit has the following sections.

Unit number

The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for an individual qualification.

Unit title

This is the formal title of the unit which will appear on the learner's certificate.

Level

All units and qualifications have a level assigned to them. The level assigned is informed by the level descriptors defined by Ofqual, the qualifications regulator.

Credit value

All units in this qualification have a credit value. The minimum credit value is 1 and credits can be awarded in whole numbers only.

Guided Learning Hours (GLH)

Guided Learning Hours (GLH) is the number of hours that a centre delivering the qualification needs to provide. Guided learning means activities that directly or immediately involve tutors and assessors in teaching, supervising, and invigilating learners, for example lectures, tutorials, online instruction and supervised study.

Pearson has consulted with users of the qualification and has assigned a number of hours to this activity for each unit.

Unit summary

This summarises the purpose of the unit and the learning the unit offers.

Unit assessment requirements

This outlines the requirements for the assessment of the unit. Learners must provide evidence according to each of the requirements stated in this section.

Learning outcomes

The learning outcomes set out what a learner will know, understand or be 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.

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 outline the requirements the learner is expected to meet to achieve the learning outcomes and 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	Identify how to minimise the risk of infection to self and others			
		1.3	Identify the need for consent to provide first aid			
2	Be able to assess an incident	2.1	Conduct a scene survey			
		2.2	Conduct a primary survey of a casualty			
		2.3	Summon appropriate assistance when necessary			
3	Be able to provide first aid to an unresponsive casualty	3.1	Identify when to administer Cardio Pulmonary Resuscitation (CPR)			
		3.2	Demonstrate CPR using a manikin			
		3.3	Justify when to place a casualty into the recovery position			
		3.4	Demonstrate how to place a casualty into the recovery position			
		3.5	Identify how to administer first aid to a casualty who is experiencing a seizure			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Be able to provide first aid to a casualty who is choking	4.1	Identify when choking is: <ul style="list-style-type: none"> • mild • severe 			
		4.2	Demonstrate how to administer first aid to a casualty who is choking			
5	Be able to provide first aid to a casualty with external bleeding	5.1	Identify the severity of external bleeding			
		5.2	Demonstrate how to control external bleeding			
6	Know how to provide first aid to a casualty who is in shock	6.1	Recognise a casualty who is suffering from shock			
		6.2	Identify how to administer first aid to a casualty who is suffering from shock			
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 • grazes • bruises • small splinters 			
		7.2	Identify how to administer first aid to a casualty with minor burns and scalds.			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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 8 Assessment*.

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 assessing this qualification.

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

Learning outcome	Assessment and Evidence requirements
1. Understand the role and responsibilities of a first aider	<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>To meet assessment criterion 1.1, learners are to outline the role (purpose) of a first aider in the workplace and the range of their responsibilities (duties) in this role.</p> <p>To meet assessment criterion 1.2, learners are to outline at least three different ways to minimise the threat of infection to self and others.</p> <p>To meet assessment criterion 1.3, learners are to outline at least two reasons why it is necessary to get consent to provide first aid.</p>

Learning outcome	Assessment and Evidence requirements
2. Be able to assess an incident	<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 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. Witness testimonies may be used as a source of evidence where appropriate.</p> <p>The assessment of these criteria could be integrated, where appropriate, with the assessment of other criteria that require practical skills assessment.</p>
3. Be able to provide first aid to an unresponsive casualty	<p>The evidence for knowledge assessment criteria 3.1, 3.3 and 3.5 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>To meet assessment criterion 3.1, learners are to outline the range of signs that would indicate that they could administer CPR to a casualty.</p> <p>To meet assessment criterion 3.3, learners are to explain when they would place someone in the recovery position.</p> <p>To meet assessment criterion 3.5, learners are to outline, using recognised first aid guidelines, how to administer first aid to a casualty experiencing a seizure.</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 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 outcome	Assessment and Evidence requirements
<p>4. Be able to provide first aid to a casualty who is choking</p>	<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> <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>
<p>5. Be able to provide first aid to a casualty with external bleeding</p>	<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 outcome	Assessment and Evidence requirements
<p>6. Know how to provide first aid to a casualty who is in shock</p>	<p>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.</p> <p>To meet criterion 6.1, learners need to outline the range of common signs and symptoms that would be used to diagnose if a casualty is suffering from shock.</p> <p>To meet criterion 6.2, learners need to outline, using recognised first aid guidelines, how to administer first aid to a casualty suffering from shock.</p>
<p>7. Know how to provide first aid to a casualty with minor injuries</p>	<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.</p> <p>Alternatively, learners could prepare information to be used in a specific setting about how to administer first aid for minor injuries such as those detailed:</p> <p>To meet assessment criterion 7.1 learners are to outline, using recognised first aid guidelines, how to administer first aid for each of the injures stated in the criterion.</p> <p>To meet assessment criterion 7.2, learners are to outline, using recognised first aid guidelines, how to treat minor burns and scalds.</p>

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

Level:	3
Credit value:	1
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 learners who have, or aspire to have, responsibility for administering first aid; whether at work in their setting or in a domestic environment.

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 work place 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 Skills for Health Assessment Principles for Regulated First Aid Qualifications (see Annexe A).

Simulation is allowed for this unit;

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

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the learning outcomes and 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	Demonstrate how to conduct a head to toe survey			
2	Be able to provide first aid to a casualty with suspected injuries to bones, muscles and joints	2.1	Recognise suspected: <ul style="list-style-type: none"> • Fractures and dislocations • Sprains and strains 			
		2.2	Identify how to administer first aid for: <ul style="list-style-type: none"> • Fractures and dislocations • Sprains and strains 			
		2.3	Demonstrate how to apply: <ul style="list-style-type: none"> • a support sling • an elevated sling 			
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 			
		3.2	Identify how to administer first aid for a suspected head Injury			
		3.3	Demonstrate how to administer first aid for a suspected spinal injury			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
4	Know how to provide first aid to a casualty with suspected chest injuries	4.1	Recognise a suspected: <ul style="list-style-type: none"> flail chest penetrating chest injury 			
		4.2	Identify how to administer first aid for a: <ul style="list-style-type: none"> flail chest penetrating chest injury 			
5	Know how to provide first aid to a casualty with burns and scalds	5.1	Identify the factors that affect the severity of burns and scalds			
		5.2	Identify how to administer first aid for burns involving: <ul style="list-style-type: none"> dry heat wet heat electricity chemicals 			
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 			
7	Know how to provide first aid to a casualty with sudden poisoning	7.1	Identify the routes that poisons can take to enter the body			
		7.2	Identify how to administer first aid to a casualty affected by sudden poisoning			
		7.3	Identify sources of information for treating those affected by sudden poisoning			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
8	Know how to provide first aid to a casualty with anaphylaxis	8.1	Identify common triggers for anaphylaxis			
		8.2	Recognise suspected anaphylaxis			
		8.3	Identify how to administer first aid for a casualty suffering from anaphylaxis			
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 emergency 			
		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 emergency 			

Learner name: _____

Date: _____

Learner signature: _____

Date: _____

Assessor signature: _____

Date: _____

Internal verifier signature: _____

Date: _____

(if sampled)

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 8 Assessment*.

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 assessing this qualification.

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

Learning outcome	Evidence requirements
1. Be able to conduct a secondary survey	<p>Knowledge assessment criterion 1.1 would ideally be assessed verbally, and video recorded, as a part of the practical skills assessment outlined below. To meet this assessment criterion, learners are to state the different types of information to be collected when gathering a casualty's history.</p> <p>For competence assessment criterion 1.2, 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.</p>

Learning outcome	Evidence requirements
<p>2. Be able to provide first aid to a casualty with suspected injuries to bones, muscles and joints</p>	<p>The evidence for knowledge assessment criteria 2.1, and 2.2 could be incorporated into the assessment for learning outcomes 4 -9. Alternatively, these assessment criteria could be assessed verbally, and video recorded, as a part of the practical skills assessment for criteria 2.3.</p> <p>To meet knowledge assessment criterion 2.1, learners are to outline the range of common signs and symptoms that would be used to diagnose if a casualty is potentially suffering from fractures and dislocations and sprains and strains.</p> <p>To meet knowledge assessment criterion 2.2, learners are to outline, using recognised first aid guidelines, how to administer first aid to a casualty suffering from suspected fractures and dislocations and sprains and strains.</p> <p>For competence assessment criterion 2.3, 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.</p>
<p>3. Be able to provide first aid to a casualty with suspected head and spinal injuries</p>	<p>The evidence for knowledge assessment criteria 3.1, and 3.2 could be incorporated into the assessment for learning outcomes 4 -9. Alternatively, these assessment criteria could be assessed verbally, and video recorded, as a part of the practical skills assessment for criteria 3.3.</p> <p>To meet knowledge assessment criterion 3.1, learners are to outline the range of common signs and symptoms that would be used to diagnose if a casualty is potentially suffering from a head injury and a spinal injury.</p> <p>To meet knowledge assessment criterion 3.2, learners are to outline, using recognised first aid guidelines, how to administer first aid to a casualty suffering from a suspected head injury.</p> <p>For competence assessment criterion 3.3, 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</p>

Learning outcome	Evidence requirements
	<p>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.</p>
4. Know how to provide first aid to a casualty with suspected chest injuries	<p>The evidence to achieve learning outcomes 4 to 9 could be integrated into a single assessment where learners could produce training manual, presentation or video to be used as a guide for first aiders in their organisational setting or other specified work setting. Alternatively, learners could be assessed through a professional discussion that should ideally be recorded and supported with appropriate assessment records.</p>
5. Know how to provide first aid to a casualty with burns and scalds	
6. Know how to provide first aid to a casualty with an eye injury	
7. Know how to provide first aid to a casualty with sudden poisoning	
8. Know how to provide first aid to a casualty with anaphylaxis	
9. Know how to provide first aid to a casualty with suspected major illness	<p>To meet knowledge assessment criterion 4.1, learners are to outline the range of common signs and symptoms that would be used to diagnose if a casualty is potentially suffering from a flail chest and a penetrating chest injury.</p> <p>To meet knowledge assessment criterion 4.2, learners are to outline, using recognised first aid guidelines, how to administer first aid to a casualty suffering from a suspected flail chest and a penetrating chest injury.</p> <p>To meet knowledge assessment criterion 5.1, learners are to state the range of factors that affect the severity of burns and scalds.</p> <p>To meet knowledge assessment criterion 5.2, learners are to outline, using recognised first aid guidelines, how to administer first aid to burns caused by each of the following: dry heat, wet heat, electricity and chemicals.</p> <p>To meet knowledge assessment criterion 6.1, learners are to outline, using recognised first aid guidelines, how to administer first aid for eye injuries caused by each of the following: dust, chemicals and embedded objects.</p> <p>To meet knowledge assessment criterion 7.1, learners are to state the different ways by which poisons may enter the body.</p> <p>To meet knowledge assessment criterion 7.2, learners are to outline, using recognised first aid guidelines, how to administer first aid to a casualty affected by sudden poisoning.</p>

Learning outcome	Evidence requirements
	<p>To meet knowledge assessment criterion 7.3, learners are to state the different sources of information for treating those affected by sudden poisoning.</p> <p>To meet knowledge assessment criterion 8.1, learners are to state the common triggers for anaphylaxis.</p> <p>To meet knowledge assessment criterion 8.2, learners are to outline the range of common signs and symptoms that would be used to diagnose if a casualty is potentially suffering from anaphylaxis.</p> <p>To meet knowledge assessment criterion 8.3, learners are to outline, using recognised first aid guidelines, how to administer first aid to a casualty suffering from anaphylaxis.</p> <p>To meet knowledge assessment criterion 9.1, learners are to outline the range of common signs and symptoms that would be used to diagnose if a casualty is potentially suffering from each of the following major illnesses: heart attack, stroke, epileptic seizure, asthma attack and diabetic emergency.</p> <p>To meet knowledge assessment criterion 9.2, learners are to outline, using recognised first aid guidelines, how to administer first aid to a casualty suspected to be suffering from each of the following major illnesses: heart attack, stroke, epileptic seizure, asthma attack and diabetic emergency.</p>

12 Further information and useful publications

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

- Edexcel, BTEC and Pearson Work Based Learning contact details: qualifications.pearson.com/en/support/contact-us.html
- books, software and online resources for UK schools and colleges: www.pearsonschoolsandcolleges.co.uk

Key publications

- *Adjustments for candidates with disabilities and learning difficulties, Access and Arrangements and Reasonable Adjustments, General and Vocational qualifications* (Joint Council for Qualifications (JCQ))
- *Supplementary guidance for reasonable adjustments and special consideration in vocational internally assessed units* (Pearson)
- *General and Vocational qualifications, Suspected Malpractice in Examination and Assessments: Policies and Procedures* (JCQ)
- *Equality Policy* (Pearson)
- *Recognition of Prior Learning Policy and Process* (Pearson)
- *UK Information Manual* (Pearson)
- *Pearson Edexcel NVQs, SVQs and competence-based qualifications – Delivery Requirements and Quality Assurance Guidance* (Pearson)

All of these publications are available on our website: qualifications.pearson.com

Further information and publications on the delivery and quality assurance of NVQ/Competence-based qualifications are available at our website on the Delivering BTEC pages. Our publications catalogue lists all the material available to support our qualifications. To access the catalogue and order publications, please go to the resources page of our website.

13 Professional development and training

Professional development and training

Pearson supports customers with training related to our qualifications. This support is available through a choice of training options offered on our website.

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

- planning for the delivery of a new programme
- planning for assessment and grading
- developing effective assignments
- building your team and teamwork skills
- developing learner-centred learning and teaching approaches
- building in effective and efficient quality assurance systems.

The national programme of training we offer is on our website. You can request centre-based training through the website or you can contact one of our advisers in the Training from Pearson UK team via Customer Services to discuss your training needs.

Training and support for the lifetime of the qualifications

Training and networks: our training programme ranges from free introductory events through sector-specific opportunities to detailed training on all aspects of delivery, assignments and assessment. We also host some regional network events to allow you to share your experiences, ideas and best practice with colleagues in your region.

Regional 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.

To get in touch with our dedicated support teams please visit our website at: qualifications.pearson.com/en/support/contact-us.html

Online support: find the answers to your questions in *Knowledge Base*, a searchable database of FAQs and useful videos that we have put together with the help of our subject advisors to support you in your role. Whether you are a teacher, administrator, Assessment Associate (AA) or training provider, you will find answers to your questions. If you are unable to find the information you need please send us your query and our qualification or administrative experts will get back to you.

14 Contact us

We have a dedicated Account Support team, across the UK, to give you more personalised support and advice. To contact your Account Specialist:

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 by:

Email: wbl@pearson.com

Telephone: 0844 576 0045

Annexe A: Assessment strategy

Assessment Principles for Regulated First Aid Qualifications December 2016 v5

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

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 meet for the delivery of regulated/accredited 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.

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. 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 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.

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.

Occupational Knowledge and Competence in First Aid

Appendix 1

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:¹
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)²

Or

- Current registration as a Nurse with the Nursing and Midwifery Council (NMC)²

Or

- Current registration as a Paramedic with the Health and Care Professions Council (HCPC)².

¹ if the trainer/assessor/IQA/EQA holds a non-regulated first aid qualification the awarding organisation should undertake due diligence to ensure current occupational knowledge and competence.

² registered healthcare professionals must act within their scope of practice and therefore have current expertise in first aid to teach/assess the subject.

Acceptable Training/Assessing Qualifications Appendix 2

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	<input type="checkbox"/>	<input type="checkbox"/>
Level 4 Certificate in Education and Training	<input type="checkbox"/>	<input type="checkbox"/>
Level 5 Diploma in Education and Training	<input type="checkbox"/>	<input type="checkbox"/>
Level 3 Award in Teaching and Assessing in First Aid Qualifications (RQF)	<input type="checkbox"/>	<input type="checkbox"/>
Cert Ed/PGCE/B Ed/M Ed	<input type="checkbox"/>	<input type="checkbox"/>
SVQ 3 Learning and Development SCQF Level 8	<input type="checkbox"/>	<input type="checkbox"/>
SVQ 4 Learning and Development SCQF Level 9	<input type="checkbox"/>	<input type="checkbox"/>
TQFE (Teaching Qualification for Further Education)	<input type="checkbox"/>	<input type="checkbox"/>
Planning and Delivering Learning Sessions to Groups SCQF Level 6 (SQA Unit)	<input type="checkbox"/>	<input type="checkbox"/>
SCQF Level 6 Award in Planning and Delivering Learning Sessions to Groups (SQA Accredited)	<input type="checkbox"/>	<input type="checkbox"/>
L&D Unit 6 Manage Learning and Development in Groups SCQF Level 8 (SQA Accredited)	<input type="checkbox"/>	
L&D Unit 7 Facilitate Individual Learning and Development SCQF Level 8 (SQA Accredited)	<input type="checkbox"/>	
L&D Unit 8 Engage and Support Learners in the Learning and Development Process SCQF Level 8 (SQA Accredited)	<input type="checkbox"/>	
Carry Out the Assessment Process SCQF Level 7 (SQA Unit)		<input type="checkbox"/>
Level 3 Award in Assessing Competence in the Work Environment		<input type="checkbox"/>
Level 3 Award in Assessing Vocationally Related Achievement		<input type="checkbox"/>
Level 3 Award in Understanding the Principles and Practices of Assessment		<input type="checkbox"/>
Level 3 Certificate in Assessing Vocational Achievement		<input type="checkbox"/>
L&D Unit 9DI Assess Workplace Competence Using Direct and Indirect Methods SCQF Level 8 (SQA Accredited)		<input type="checkbox"/>
L&D Unit 9D Assess Workplace Competence Using Direct Methods SCQF Level 7 (SQA Accredited)		<input type="checkbox"/>
OTHER ACCEPTABLE QUALIFICATIONS:		
CTLLS/DTLLS	<input type="checkbox"/>	<input type="checkbox"/>
PTLLS with unit 'Principles and Practice of Assessment' (12 credits)	<input type="checkbox"/>	<input type="checkbox"/>
Further and Adult Education Teacher's Certificate	<input type="checkbox"/>	<input type="checkbox"/>
IHCD Instructional Methods	<input type="checkbox"/>	<input type="checkbox"/>
IHCD Instructor Certificate	<input type="checkbox"/>	<input type="checkbox"/>
English National Board 998	<input type="checkbox"/>	<input type="checkbox"/>

Qualification	Train	Assess*
OTHER ACCEPTABLE QUALIFICATIONS: (continued)		
Nursing mentorship qualifications	<input type="checkbox"/>	<input type="checkbox"/>
NOCN Tutor Assessor Award	<input type="checkbox"/>	<input type="checkbox"/>
S/NVQ level 3 in training and development	<input type="checkbox"/>	<input type="checkbox"/>
S/NVQ level 4 in training and development	<input type="checkbox"/>	<input type="checkbox"/>
PDA Developing Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	<input type="checkbox"/>	<input type="checkbox"/>
PDA Teaching Practice in Scotland's Colleges SCQF Level 9 (SQA Qualification)	<input type="checkbox"/>	
PTLLS (6 credits)	<input type="checkbox"/>	
Regulated Qualifications based on the Learning and Development NOS 7 Facilitate Individual Learning and Development or NOS 6 Manage Learning and Development in Groups	<input type="checkbox"/>	
Training Group A22, B22, C21, C23, C24	<input type="checkbox"/>	
Learning and Teaching – Assessment and Quality Standards SCQF Level 9 (SQA Unit)		<input type="checkbox"/>
A1 Assess Candidates Using a Range of Methods or D33 Assess Candidates Using Differing Sources of Evidence		<input type="checkbox"/>
Conduct the Assessment Process SCQF Level 7 (SQA Unit)		<input type="checkbox"/>
A2 Assess Candidate Performance through Observation or D32 Assess Candidate Performance		<input type="checkbox"/>
Regulated Qualifications based on the Learning and Development NOS 9 Assess Learner Achievement		<input type="checkbox"/>

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

Qualifications suitable for Internal Quality Assurance Appendix 3

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:

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

Qualifications suitable for External Quality Assurance Appendix 4

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 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*.

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