



**BIIAB Level 3 Award in Emergency
First Aid at Work
610/0554/X**

**BIIAB Level 3 Award in First Aid at
Work
610/0555/1**

V1.1



About Us

BIIAB Qualification Limited is part of Skills and Education Group, a charitable organisation that champions education and skills-oriented organisations, providers and learners, making real change locally, nationally and internationally.

BIIAB Qualifications Limited has an on-line registration system to help customers register learners on its qualifications, units and exams. In addition it provides features to view exam results, invoices, mark sheets and other information about learners already registered.

The system is accessed via the Customer Management System (CMS) at cms.biiab.co.uk

Sources of Additional Information

The BIIAB Qualifications Limited website www.biiab.co.uk provides access to a wide variety of information.

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| Version | Date | Details of change |
|---------|------------|-------------------|
| 1.1 | June 2022 | Headers Updated |
| 1.0 | April 2022 | New Release |

Note:

Unit 1 (only) is required when completing BIIAB Level 3 Award in Emergency First Aid at Work - Ofqual 610/0554/X

Both Unit 1 and Unit 2 are required when completing BIIAB Level 3 Award in First Aid at Work – Ofqual 610/0555/1.



Contents

| | |
|--|----|
| 1. About the BIIAB Level 3 Award in Emergency First Aid at Work and the BIIAB Level 3 Award in First Aid at Work | 5 |
| 2. Objective and Purpose of these Qualifications | 5 |
| 2.1 What is the difference between the two qualifications? | 6 |
| 3. About this Guidance | 6 |
| 4. BIIAB Qualifications Limited Customer Services | 7 |
| 5. What are Rules of Combination (ROC)?..... | 7 |
| 6a. BIIAB Level 3 Award in Emergency First Aid at Work Rules of Combination (ROC) and Structure | 8 |
| Mandatory Unit | 8 |
| 6b. BIIAB Level 3 Award in First Aid at Work Rules of Combination (ROC) and Structure | 8 |
| Mandatory Units | 8 |
| 7. Age restrictions | 9 |
| 8. Entry Requirements and Progression | 9 |
| 9. Assessment | 9 |
| 10. Additional Requirements for Centres..... | 22 |
| 11. Initial Assessment and Induction | 24 |
| 12. Resources | 24 |
| 13. Design and Delivery..... | 25 |
| 14. Format of Units..... | 25 |
| 15. Initial Registration..... | 27 |
| 16. Qualifications Review and Feedback | 27 |
| 17. Mandatory Units..... | 28 |



| | |
|--|---|
| BIIAB Level 3 Award in Emergency First Aid at Work BIIAB Level 3 Award in First Aid at Work | |
| Qualification Purpose | Confirm Occupational Competence/Licence to Practice |
| Age Range | Pre 16 16-18 ✓ 18+ ✓ 19+ ✓ |
| Regulation | The above qualification is regulated by Ofqual |
| Assessment | <ul style="list-style-type: none"> • External assessment • External moderation |
| Type of Funding Available | See FaLa (Find a Learning Aim) |
| Qualification/Unit Fee | See BIIAB Qualifications Limited web site for current fees and charges |
| Grading | Pass/Fail To achieve a Pass grade, learners must achieve all the Learning Outcomes and Assessment Criteria in all the units completed |
| Operational Start Date | 01/04/2022 |
| Review Date | 31/03/2025 |
| Operational End Date | |
| Certification End Date | |
| Guided Learning (GL) | See Page 8/9 |
| Total Qualification Time (TQT) | See Page 8/9 |
| BIIAB Qualifications Limited Sector | Health and Social Care |
| Ofqual SSA Sector | Health and Social Care |
| Support from Trade Associations | These qualifications have been developed in collaboration with Awarding Organisations/Bodies belonging to the First Aid Awarding Organisation Forum |
| Administering Office | See BIIAB Qualifications Limited web site |



1. About the BIIAB Level 3 Award in Emergency First Aid at Work and the BIIAB Level 3 Award in First Aid at Work

BIIAB Qualifications Limited is regulated for delivery of these qualifications by Ofqual in England and by CCEA Regulation in Northern Ireland (subject to approval). The qualifications have unique Qualification Numbers (QN) which are shown below. Each unit within the qualifications will also have a regulatory Unit Reference Number (URN).

The QN code will be displayed on the final certificate for the qualification.

| Qualification Title | Qualification Number |
|--|----------------------|
| BIIAB Level 3 Award in Emergency First Aid at Work | 610/0554/X |
| BIIAB Level 3 Award in First Aid at Work | 610/0555/1 |



2. Objective and Purpose of these Qualifications

These qualifications have been designed to allow learners to obtain and then demonstrate the knowledge and skills required to be able to administer first aid to adults in the workplace.

The purpose of the qualifications is to confirm competence in an occupational role to the standards required.

The Health and Safety (First-Aid) Regulations 1981 and the Health and Safety (First-Aid) Regulations (Northern Ireland) 1982 require employers to provide adequate and appropriate equipment, facilities and personnel to ensure their employees receive immediate attention if they are injured or taken ill at work. These Regulations apply to all workplaces including those with less than five employees and to the self-employed. By arranging for their employees to be trained in first aid, employers are helping to meet their health and safety regulatory requirements.

These qualifications have been developed in collaboration with Awarding Organisations/Bodies belonging to the First Aid Awarding Organisation Forum. The Forum invites and receives regular input and attendance from other organisations such as the Health and Safety Executive (HSE) and Qualification Regulators.

Both qualifications are valid for 3 years. The learner needs to retake the qualification before the certificate expiry date in order to remain qualified.

2.1 What is the difference between the two qualifications?

The BIIAB Level 3 Award in Emergency First Aid at Work comprises one unit covering the following learning outcomes:

1. Understand the role and responsibilities of a first aider
2. Be able to assess an emergency situation safely
3. Be able to provide first aid to an unresponsive casualty
4. Be able to provide first aid to a casualty who is choking
5. Be able to provide first aid to a casualty with external bleeding
6. Know how to provide first aid to a casualty who is in shock
7. Know how to provide first aid to a casualty with minor injuries

The BIIAB Level 3 Award in First Aid at Work comprises two units. The first unit is identical to the unit in the BIIAB Level 3 Award in Emergency First Aid at Work. The second unit covers the following learning outcomes:

1. Be able to conduct a secondary survey
2. Be able to provide first aid to a casualty with suspected injuries to bones, muscles and joints
3. Be able to provide first aid to a casualty with suspected head and spinal injuries
4. Know how to provide first aid to a casualty with suspected chest injuries
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 suspected 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.



3. About this Guidance

This guidance has been developed to provide guidance for learners, assessors and quality assurers undertaking, delivering, or quality assuring these qualifications.

The purpose of the guidance is to provide the majority of the key information that may be needed to prepare for, and help support, the successful delivery of the qualifications, in one place.

If this pack is updated, centres will be notified via BIIAB Qualifications Limited.



4. BIIAB Qualifications Limited Customer Services

BIIAB Qualifications Limited is committed to giving the highest possible levels of customer service. The BIIAB's Service Level Agreement is available via www.biiab.co.uk

Our Customer Service team can be contacted between the hours of 0900 and 1700 Monday to Thursday and 0900 to 1630 Friday by using the contact details below, or outside those hours, by leaving a message on our voicemail service.

Customer Service Contact Details: **0115 854 1620**

Email: customersupport@bii.co.uk

Our Customer Service team will be happy to assist with any administration-related enquiries you may have. For example:

- registration and certification enquiries
- re-certification issues
- centres available in the local area
- appeals
- whistleblowing.



5. What are Rules of Combination (ROC)?

Under the Regulatory Framework, qualifications can be made up of a combination of mandatory and/or optional units. The units required to complete a qualification are set out by the rules of combination (ROC). The ROC allows for flexibility and transferability.

The ROC will specify:

- The Total Qualification Time (TQT)
- The Guided Learning Hours (GLH)
- The title, Unit Regulation Number and BIIAB Qualifications Limited unit number for each unit, alongside its level and Guided Learning Hours (GLH)
- Any barred units (units that cannot be taken together as part of the qualification).

When choosing the appropriate route for a learner or group of learners, it is the responsibility of the centre to ensure the rules of combination are adhered to.



6a. BIIAB Level 3 Award in Emergency First Aid at Work Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Award in Emergency First Aid, learners **must** complete one unit. This consists of:

- Guided Learning Hours (GLH): **6**
- Total Qualification Time (TQT): **7**

Mandatory Unit

| Unit No. | URN | Unit Title | Level | GLH | Assessment Method |
|----------|-------------------|--------------------------------------|-------|-----|--|
| 3FAW1V2 | D/650/1574 | Emergency first aid in the workplace | 3 | 6 | Practical Demonstration and Knowledge Test |



6b. BIIAB Level 3 Award in First Aid at Work Rules of Combination (ROC) and Structure

To achieve the BIIAB Level 3 Award in First Aid, learners **must** complete two units. This consists of:

- Guided Learning Hours (GLH): **18**
- Total Qualification Time (TQT): **22**

Listed below are the qualification units.

Mandatory Units

| Unit No. | URN | Unit Title | Level | GLH | Assessment Method |
|----------|-------------------|---|-------|-----|--|
| 3FAW1V2 | D/650/1574 | Emergency first aid in the workplace | 3 | 6 | Practical Demonstration and Knowledge Test |
| 3FAW2V2 | F/650/1575 | Recognition and management of illness and injury in the workplace | 3 | 12 | Practical Demonstration and Knowledge Test |



7. Age restrictions

The qualification in this handbook is appropriate for use in the following age ranges:

- 16-18
- 19+



8. Entry Requirements and Progression

There are no entry requirements for these qualifications. However, learners **must** be assessed to ensure they have a reasonable chance of achievement and will be able to generate the required evidence.

Learners who complete the BIIAB Level 3 Award in Emergency First Aid at Work may progress on to the BIIAB Level 3 Award in First Aid at Work.

Learners wishing to specialise in first aid for infants and children may also wish to consider undertaking:

- 610/0556/3 the BIIAB Level 3 Award in Emergency Paediatric First Aid
- 610/0557/5 the BIIAB Level 3 Award in Paediatric First Aid.



9. Assessment

Overview of assessment strategy

The Assessment Strategy has been designed by BIIAB Qualifications Limited, in conjunction with an expert panel, industry experts and a steering group. All BIIAB Qualifications Limited approved training centres and their assessment must adhere to the designed assessment strategy for this qualification.

In order to assess formally learners' skills, BIIAB Qualifications Limited has developed **practical demonstration assessments**. These are scenarios for simulation by the centres. The scenarios will allow learners to demonstrate their skills in administering emergency first aid to adults. The assessor will also ask questions during the practical assessment in order to ascertain the learners' knowledge and understanding during the application of their skills.

BIIAB has developed four versions of each of the practical demonstration assessments. Centres may decide which version to use for each assessment, **centres who do not have the latest versions of these practical scenarios can request them from BIIAB customer services**. These must be stored in a secure location before the tests are due to take place.

After completing the practical demonstration assessments, centres **must** keep the completed paperwork for inspection by BIIAB Qualifications Limited External Quality Assurers.

The practical demonstrations for each unit are as follows:

| Unit No. | Assessment Method |
|----------|---|
| 3FAW1V2 | <ul style="list-style-type: none"> • Scene Survey and Cardio-Pulmonary Resuscitation • Recovery Position • Choking • Bleeding |
| 3FAW2V2 | <ul style="list-style-type: none"> • Elevated and Support Sling • Head to Toe Survey and Spinal Injury • Casualty with Anaphylaxis |

In order to assess formally the learners' knowledge, BIIAB Qualifications Limited has developed **multiple-choice knowledge tests**.

If taken on paper, the tests are scheduled in ORCAS, the centre **must** download the paper, mark scheme, candidate answer sheet and nominal roll and store in a secure location before the test is due to take place. Each scheduled cohort will sit the same test. The centre (assessor) will use the mark scheme to determine if the learner has achieved the required pass mark. The candidate answer sheets, mark scheme, unused exam papers and nominal rolls must be returned to BIIAB Qualifications Ltd for further processing. After internal verification by the centre, the centre must upload the overall results to ORCS (BIIAB's Online Registration and Certification Service) and they will be subject to external verification by the BIIAB External Quality Assurer (EQA). Please note that centres must not copy or keep any exam paper or mark scheme. If in doubt please refer to the user guides for ORCAS for further details on scheduling exams.

The table below sets out the multiple-choice knowledge test requirements for each unit

| Unit No. | Assessment Method | Duration of Exam | Total Marks | Pass Mark |
|----------|-----------------------|------------------|-------------|-----------|
| 3FAW1V2 | Multiple-choice paper | 30 | 17 | 70% |
| 3FAW2V2 | Multiple-choice paper | 60 | 32 | 70% |

- Learners achieving **less than** 70% will have failed and will need to be scheduled to take another multiple-choice test.

- Learners achieving 70% **or over**, but less than 100%, must demonstrate to the assessor that they know and understand the remaining assessment criteria. This can be assessed through professional discussion or oral questions. For tests taken on-screen, the report generated automatically will identify the assessment criteria not achieved by the candidate. For tests taken on paper, the mark scheme will identify which assessment criteria each question relates to, therefore the assessor will be able to identify the assessment criteria not achieved by the candidate.
- Learners achieving 100% will have passed and do not need further knowledge testing.

Please refer to BIIAB Qualifications Limited Centre Support Manual and Examination, Invigilation Regulations and all other relevant documentation and procedures for the delivery of multiple-choice tests.

Centres can decide in what order to assess learners; it is usual but not compulsory for learners to take the knowledge test before the practical test.

Recording of results by the assessor

If the learners are taking the multiple-choice knowledge test on-screen, their results will be available in ORCS as soon as the learners have completed and submitted their answers. The assessor **must** record in ORCS whether the learner has achieved all remaining knowledge assessment criteria. The assessor **must** also record in ORCS the result of the learner's practical demonstration assessment. The results will be checked by BIIAB Qualifications Limited staff and certificates issued accordingly.

If the learners are taking the multiple-choice knowledge test on paper instead of on-screen, the assessor **must** record on the Candidate Answer Sheet the results of the multiple-choice test, the results of the assessment of the remaining knowledge assessment criteria and the result of the learner's practical demonstration assessment. The centre **must** post the Candidate Answer Sheets to BIIAB where they will be checked, scanned in to ORCS and certificates will be issued accordingly.

For more information, please see the process flowcharts and Candidate Answer Sheet overleaf.

Assessment Methodology for each Learning Outcome

| Unit No. 3FAW1V2 | Learning Outcome | Assessment Methodology |
|---------------------|---|------------------------|
| 1 | Understand the role and responsibilities of a first aider | Knowledge Test |



| | | |
|---|---|--|
| 2 | Be able to assess an emergency situation safely | Practical demonstration and knowledge test |
| 3 | Be able to provide first aid to an unresponsive casualty | Practical demonstration and knowledge test |
| 4 | Be able to provide first aid to a casualty who is choking | Practical demonstration and knowledge test |
| 5 | Be able to provide first aid to a casualty with external bleeding | Practical demonstration and knowledge test |
| 6 | Know how to provide first aid to a casualty who is in shock | Knowledge test |
| 7 | Know how to provide first aid to a casualty with minor injuries | Knowledge test |

| Unit No. 3FAW2V2 | Learning Outcome | Assessment Methodology |
|---------------------|---|--|
| 1 | Be able to conduct a secondary survey | Practical demonstration and knowledge test |
| 2 | Be able to provide first aid to a casualty with suspected injuries to bones, muscles and joints | Practical demonstration and knowledge test |
| 3 | Be able to provide first aid to a casualty with suspected head and spinal injuries | Practical demonstration and knowledge test |
| 4 | Know how to provide first aid to a casualty with suspected chest injuries | Knowledge test |
| 5 | Know how to provide first aid to a casualty with burns and scalds | Knowledge test |
| 6 | Know how to provide first aid to a casualty with an eye injury | Knowledge test |
| 7 | Know how to provide first aid to a casualty with suspected poisoning | Knowledge test |
| 8 | Know how to provide first aid to a casualty with anaphylaxis | Practical demonstration and knowledge test |
| 9 | Know how to provide first aid to a casualty with suspected major illness. | Knowledge test |

Assessment process

Assessment is the process used to judge the competence, of a learner, against set standards.

The assessor is the person who is responsible for determining learners' competence. The assessor may be a work place supervisor or an external person who is trained and qualified*, or working towards a qualification relevant to the assessor role.

Assessors base their judgement on performance and decide how it compares to the national standard. The assessor will also ask the learner questions based on the knowledge required by the learner to carry out first aid.

When the required units have been completed and the assessor is satisfied that the learner has met the national standard, a recommendation for a certificate will be made.

An Internal Quality Assurer (IQA) is responsible for the quality assurance of the qualifications within the training organisation and will provide advice, guidance and support to the assessors. IQAs also ensure that the assessors apply the standards consistently and fairly. The IQA will review the portfolio of evidence during the assessment process.

An External Quality Assurer (EQA), who is appointed by BIIAB Qualifications Limited, will quality assure the assessment and internal quality assurance decisions involved in the development of the portfolio. The EQA will quality assure the qualification process, which ensures that certification of the qualification is reliable, consistent and to the national standard, by checking the consistency of assessments made by the training provider, and across training providers.

*For details of qualifications required by the Assessor, IQA and EQA, please see the Assessment Principles for Regulated First Aid Qualifications in the next section.

Assessments will be accessible and will produce results that are valid, reliable, transparent and fair. BIIAB Qualifications Limited will ensure that the result of each assessment taken by a learner in relation to a qualification reflects the level of attainment demonstrated by that learner in the assessment, and will be based upon the achievement of all of the specified learning outcomes.

Details of the ordering process, assessment documentation, invigilation requirements to centres and the documentation to be completed can be found in the Examination and Invigilation Regulations for the Administration of BIIAB Qualifications document, available in the password protected area of our new Customer Management System (CMS) <https://cms.biiab.co.uk/>

BIIAB Qualifications Limited will make every effort to ensure that it allows for assessment to:

- be up to date and current
- reflect the context from which the learner has been taught
- be flexible to learner needs

Appeals

If learners are dissatisfied with an assessment outcome, they have the right to appeal. The **main** reasons for an appeal are likely to be:

- learners do not understand why they are **not** yet regarded as having sufficient knowledge
- learners believe they are competent and that they have been misjudged

BIIAB Qualifications Limited expects most appeals from learners to be resolved within the centre. BIIAB Qualifications Limited will only consider a learner's appeal after the centre's internal appeals procedure has been fully exhausted.

For full details of the BIIAB Qualifications Limited's appeals procedure please refer to <https://biiab.co.uk/policies-and-procedures/>

Assessment Principles for Regulated First Aid Qualifications Introduction

These Assessment Principles have been produced by the First Aid Awarding Organisation Forum (FAAOF) in cooperation with the Health and Safety Executive (HSE) and Qualification Regulators.

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

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

- **Level 3 Award in Emergency First Aid at Work (3FAW1v2)**
- **Level 3 Award in First Aid at Work (3FAW2v2)**
- **Level 3 Award in Emergency Paediatric First Aid (3PFA1v2)**
- **Level 3 Award in Paediatric First Aid (3PFA2v2)**

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/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 (EQAs) **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 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.

Appendix 1

Occupational Knowledge and Competence in First Aid

All trainers, assessors, internal quality assurers and external quality assurers **must** have occupational knowledge and competence in first aid.

This may be evidenced by:

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



| Qualifications Delivered | Minimum qualification to be held by the Trainer/Assessor/IQA/EQA ¹ : |
|--|---|
| Level 3 Award in First Aid at Work or Level 3 Award in Emergency First Aid at Work | Level 3 Award in First Aid at Work |
| Level 3 Award in Paediatric First Aid or Level 3 Award in Emergency Paediatric First Aid | Level 3 Award in Paediatric First Aid or Level 3 Award in 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.

Appendix 2

Acceptable Training/Assessing Qualifications

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

| Qualification | Train | Assess* |
|---|--------------------------|--------------------------|
| CURRENT QUALIFICATIONS (<i>available for new trainers/assessors to undertake</i>): | | |
| 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"/> |

| Qualification | Train | Assess* |
|--|--------------------------|--------------------------|
| Other Acceptable Qualifications | | |
| CTLIS/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"/> |



| | | |
|---|--------------------------|--------------------------|
| 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 standard 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 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.

Appendix 3

Qualifications suitable for Internal Quality Assurance

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

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

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



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

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

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

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

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

NOTE:

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

Appendix 4**Qualifications suitable for External Quality Assurance**

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

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

| |
|---|
| Regulated qualifications based on the Learning and Development standard NOS12 Externally monitor and maintain the quality of assessment |
|---|

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

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

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

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

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

It is understood that not all EQAs will be qualified initially, and that sufficient time should be considered to achieve these qualifications. During this time Awarding Organisations/Bodies must ensure that EQAs are following the principles set out in the Learning and Development standard [NOS12 Externally monitor and maintain the quality of assessment](#).

This is the end of the Assessment Principles for Regulated First Aid Qualifications.



10. Additional Requirements for Centres

Lesson plans

Centres should plan and deliver training in accordance with detailed lesson plans, detailing timetables for delivery, aims, outcomes and objectives for each session, learner and trainer activity. Training should be delivered to the principles set out in the standard [NOS 7 Facilitate individual learning and development](#).

End of Course Evaluation

Centres should have an evaluation procedure, based on learner feedback, to evaluate the ability of trainer/assessors, the structure and content of the course, the equipment used and the training venue.

Internal Quality Assurance

In addition to monitoring assessments, IQA monitoring undertaken by centres should also verify the trainer's ability in teaching first aid. Each trainer/assessor should have at least one IQA monitoring visit per year.

Training Venue and Equipment Requirements

| | |
|---------------------------------------|--|
| Resuscitation manikins | Should be provided at a minimum ratio of 1 manikin per 4 learners. |
| Hygiene | Sufficient procedures must be in place to ensure hygiene during the use of resuscitation manikins and other training equipment. |
| AV equipment and training aids | Sufficient Audio Visual equipment and training aids should be available to facilitate learning using varying teaching methods. |
| Learning materials | Learners should be provided with clear and accurate reference books/handouts covering the topics included in the qualification. |
| AED trainers | At least one AED trainer should be available per 4 learners. Where fewer AED trainers are provided, learning hours/lesson plans should be adjusted accordingly to ensure learners are not disadvantaged. |
| Bandages and dressings | Sufficient clean bandages, dressings and other items commonly found in a first aid kit must be available to facilitate training and assessment. |
| Training venue | The training venue must meet acceptable health and safety standards and be conducive to learning, with sufficient: |



| | |
|--|---|
| | Size, floor surfaces, seating, writing surfaces, toilet facilities, ventilation, lighting, heating, access, exits, cleanliness, absence of distracting noise. |
|--|---|

Standards for Duration, Certification and Delivery

| Qualification | Min Contact Hours ¹ | Min Days ² | Max Weeks ³ | Minimum Session ⁴ | Max Learner/Trainer Ratio | Certificate Validity |
|--|--------------------------------|-----------------------|------------------------|------------------------------|---------------------------|----------------------|
| BIIAB Level 3 Award in Emergency First Aid at Work | 6 | N/A | 3 | 2 hours | 12:1 | 3 years |
| BIIAB Level 3 Award in First Aid at Work | 18 | 3 | 10 | 2 hours | 12:1 | 3 years |

1. Time set aside for direct classroom teaching and assessing excluding breaks.
2. Minimum number of days over which the training should be delivered.
3. Maximum number of weeks over which the qualification can be attained.
Special considerations may be taken into account to increase this duration if necessary.
4. Minimum duration of any one training session.

Blended Learning in First Aid – Quality Assurance Standards

1. Blended learning or distance learning is acceptable, but the time taken to complete the first aid course should not be reduced. There may be a benefit in flexibility but blended learning should not reduce the overall time required to take the course.
2. The employer should provide paid time for the employee to undertake the training. The employee should not be required to take the distance-learning element of the course in their 'own' time.
3. Following completion of the distance element of learning, the learner must be assessed by a suitably qualified first aid assessor (who has qualifications and experience as described in the First Aid Assessment Principles document/GEIS 3). The first aid assessor must satisfy him/herself that all the assessment criteria for the learning outcomes delivered via distance learning have been met. Auditable evidence should be generated. It is the centre's responsibility to confirm the identity of the learner and the authenticity of the evidence.
4. The assessment should be quality assured following national occupational standards (NOS).

5. A minimum of **two-thirds** of the training time should be **face-to-face** learning (e.g. 4 hours minimum face-to-face for Level 3 Award in Emergency First Aid at Work).
6. The general practical elements of the training course are the learning outcomes that should be delivered and assessed face-to-face.



11. Initial Assessment and Induction

Prior to the start of any programme it is recommended that centres should make an initial assessment of each learner. This is to ensure that the learners are entered for an appropriate type and level of qualification.

The initial assessment should identify the specific training needs that the learner has, and the support and guidance that they may require when working towards their qualification.

The centre must also identify any units the learner has already completed, relevant to the qualification.

BIIAB suggests that centres provide an induction programme to ensure the learner fully understands the requirements of the qualification they will work towards, their responsibilities as a learner, and the responsibilities of the centre.



12. Resources

BIIAB Qualifications Limited provides the following additional resources for this qualification:

- Multiple-choice Knowledge Tests
- Candidate Answer Sheets
- Practical Demonstration Assessment scenarios

All of these resources are available for download via the Customer Management System (CMS) at cms.biiab.co.uk

Access to the Units

Units form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes, assessment criteria and the indicative content that form part of the delivery. The two units in these qualifications have been written by the First Aid Awarding Organisation Forum.



13. Design and Delivery

Centres **must** refer to the units that form the qualification and the standard that **must** be achieved in order to be awarded each unit. This is covered within the learning outcomes and assessment criteria that form part of the delivery.

Each unit within this qualification has been allocated a number of Guided Learning Hours (GLH).

This can include activities such as training/class room based sessions, tutorials, supervised study or supervised 'on-the-job' learning and face-to-face or other pre-arranged 1:1 teaching sessions (e.g. simultaneous electronic communication such as webcam contact or internet messaging). It could also include time spent undertaking assessments.

The qualification will be assigned Total Qualification Time (TQT), which, as well as GLH, will include the estimated number of hours spent in preparation, study or any other unsupervised learning, study or assessment for an average learner.

BIIAB qualifications Limited will not prescribe how the qualification is delivered, but centres **must** ensure the delivery chosen meets their learners' needs.



14. Format of Units

All units within this qualification will be presented in a standard format that is consistent with the format for all units of assessment. The format will give tutors and learners guidance as to the requirements of the unit for successful completion. Each unit within this specification will be in the format below:

Unit Title

This will be shown as it appears on the Register of Regulated Qualifications (<http://register.ofqual.gov.uk>).

Unit Number / Unit Reference Number (URN)

The Unit Reference Number is the unique code that the unit is given by the Regulator. This unit will be referenced on the final qualification certificate. The same unique code for the unit applies in whichever qualification the unit is included within. BIIAB also assign unique unit numbers which normally is consistent when the unit is used in multiple BIIAB qualifications.



Level

This identifies the level of demand for the unit, but may be a different level to that of the overall qualification. The level of the units will be set according to National Occupational Standards and the level descriptors.

Credit

When a whole unit is completed the learner will achieve credits specified by the number of hours' learning time it will take an average learner to complete the unit including the assessment.

Guided Learning Hours (GLH)

The required number of hours that learning should take place under the immediate guidance or supervision of a lecturer, supervisor, tutor or other appropriate provider of education or training.

Total Qualification Time (TQT)

Total Qualification Time (TQT) is defined by Ofqual as the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. TQT is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but, unlike Guided Learning, not under the immediate guidance or supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

TQT is always assigned to the qualification, however a similar calculation may on occasions also be assigned to a unit.

Learning Outcomes and Assessment Criteria

Learning Outcomes are what the learner is expected to know, understand or be able to do upon successful completion of the unit.

Assessment Criteria are descriptions of the requirements that a learner is expected to meet in order to demonstrate that a learning outcome has been achieved.



15. Initial Registration

Registration and Certification

Learners should be registered and certificated via BIIAB Qualifications Limited's Customer Management System (CMS) at cms.biiab.co.uk. Please refer to BIIAB Qualifications Limited's Centre Guidance for using CMS.

Equal Opportunities and Diversity Policy

BIIAB Qualifications Limited has in place an equal opportunities policy, a copy can be found at <https://www.biiab.co.uk/policies-and-procedures/>

BIIAB Qualifications Limited is committed to ensure that:

- approved centres operate an equal opportunities policy
- approved centres communicate the policy to staff and learners
- approved centres have an effective complaints and appeals procedure of which both staff and learners are made aware
- approved centres are aware of their responsibilities in providing equality of opportunity, particularly with regard to provision for learners with particular assessment requirements

Reasonable Adjustment Policy

Learners who require reasonable adjustments for their assessments **must** inform their assessor at the beginning of their course of their requirements. BIIAB Qualifications Limited has a reasonable adjustment policy in place, a copy of which is provided to all approved centres and can be found at <https://www.biiab.co.uk/policies-and-procedures/>



16. Qualifications Review and Feedback

BIIAB Qualifications Limited is committed to the ongoing review of this qualification to ensure it remains fit for purpose.

This review approach involves the collation of evidence in the form of any information, comments and complaints received from users of this qualification in relation to its development, delivery and award.

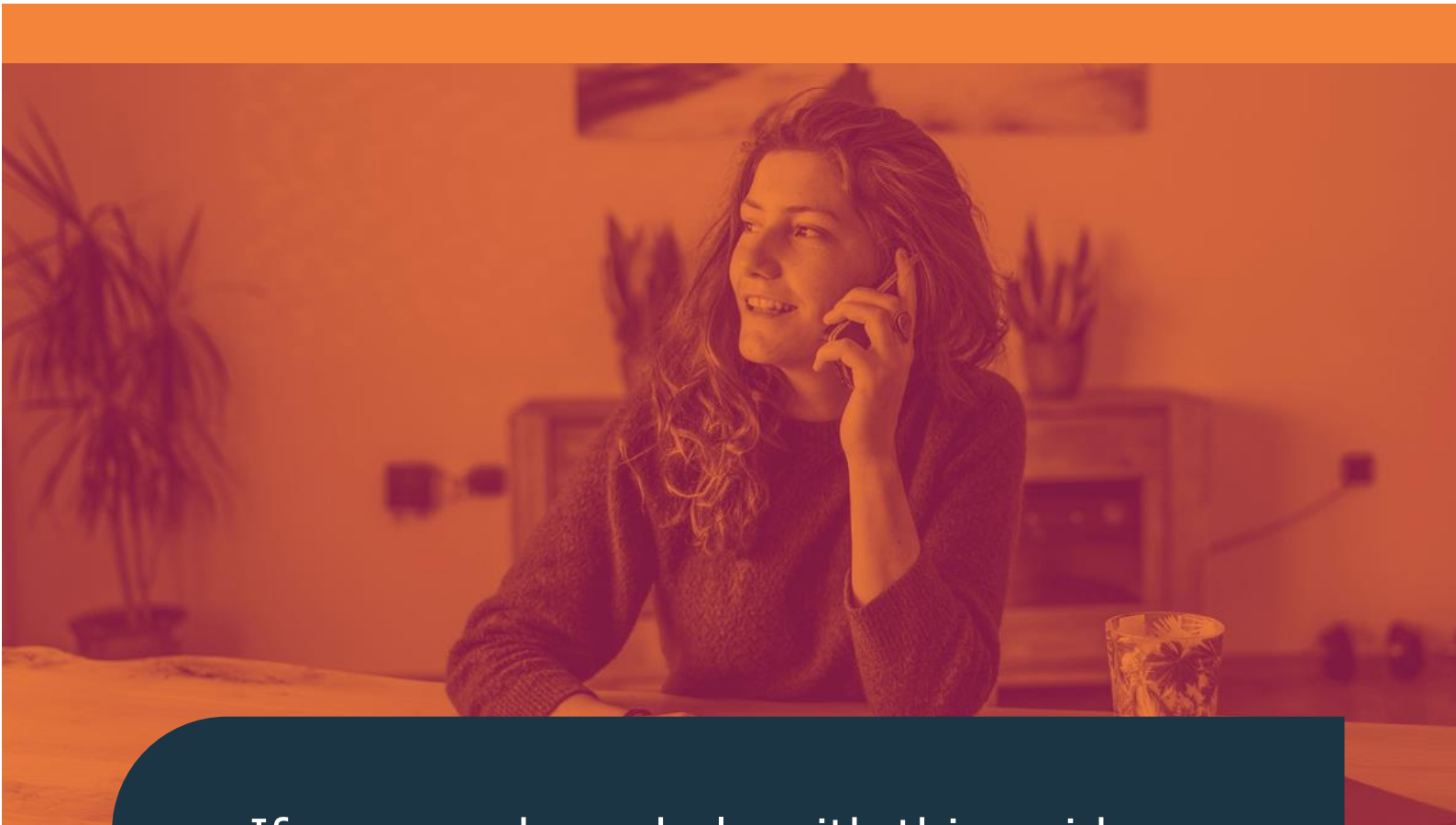
BIIAB Qualifications Limited will give due regard to any credible evidence received which suggests that a change in approach to the development, delivery and award of this qualification is required in order to ensure that no adverse effects will result. This qualification will be periodically reviewed and revised to ensure the content remains relevant, the assessment approach remains appropriate and that it remains valid and fit for purpose.



17. Mandatory Units

The following two units are mandatory for the BIIAB Level3 Award in First Aid at Work, and the first unit is mandatory for the BIIAB Level 3 Award in Emergency First Aid at Work. There are no optional units for either qualification.

| Unit No. | URN | Unit Title | Level | GLH | Assessment Method |
|----------|-------------------|---|-------|-----|--|
| 3FAW1V2 | D/650/1574 | Emergency first aid in the workplace | 3 | 6 | Practical Demonstration and Knowledge Test |
| 3FAW2V2 | F/650/1575 | Recognition and management of illness and injury in the workplace | 3 | 12 | Practical Demonstration and Knowledge Test |



If you need any help with this guide
please contact our team.

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We are part of the Skills and Education Group.